THE UNIVERSITY OF NORTH CAROLINA RECORD

ANNOUNCEMENT OF THE THIRTY-FIRST SESSION OF

THE SUMMER SCHOOL

JUNE 11-JULY 25
1918

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CALENDAR

June 11-12, *Tuesday and Wednesday*—Registration days.
June 13, *Thursday*—Instruction begins in all courses.
June 14, *Friday*—General Meeting, 8 p. m. Public exercises in Memorial Hall.
June 15, *Saturday*—All classes meet at the hours scheduled for Wednesday's classes.
Reception to students, Bynum Gymnasium, 8:30 p. m.
July 4, *Thursday*—Holiday. Public exercises.
July 23, *Tuesday*—Class instruction ends at 1:30. Examinations begin at 2:30 p. m.
July 24-25, *Wednesday and Thursday*—Summer School examinations.
July 25-26, *Thursday and Friday*—State examinations.
(The State examinations will close at 1:30 Friday, July 26th.)

DATES FOR INSTITUTES

For Elementary Teachers:

First Institute—Tuesday, June 18, to Friday, June 28.
Second Institute—Monday, July 1, to Friday, July 12.
Third Institute—Tuesday, July 16, to Friday, July 26.

For High School Teachers, Principals, Superintendents, and Supervisors:

Fourth Institute—Tuesday, July 16, to Friday, July 26.

Detailed announcements of lectures, conferences, and entertainments will be issued weekly while the Summer School is in session.

1918

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

IMPORTANT SUGGESTIONS

1. Have your room reserved in advance. See page 41.
2. Urge your room-mate to make reservation promptly; otherwise the management will have to assign someone to the room with you.
3. Before leaving home mark your trunk plainly, putting your own name on it and the name of the dormitory to which you have been assigned, and have it checked to Chapel Hill, N. C. If you make your reservation before June 1st, a printed card giving your Chapel Hill address (room number and name of dormitory) and a baggage check will be sent to you. This card attached to your trunk or baggage will insure its prompt delivery without expense, provided you DELIVER THE CHECK TO THE UNIVERSITY SUMMER SCHOOL'S OFFICIAL REPRESENTATIVE AT UNIVERSITY STATION.
4. Be sure to provide yourself with the necessary articles which you are expected to bring; bed linen, pillows, towels, etc. See page 41.
5. If convenient for you to do so, confer with your superintendent or principal and get his advice as to the courses you should pursue in the Summer School.
6. Do not plan to do too much. Fifteen hours of class work a week is a reasonable amount to attempt. More than 20 hours will not be allowed.
7. Decide before coming that you will stay the full six weeks. It will cost but little more to stay the full term than it will to stay a few days, and the benefits will be many-fold greater.
8. Be present for the first roll-call. The person who begins his work a day or a week late is obliged to labor under a handicap. Work will start promptly as scheduled, and the pace will be brisk.
9. If you wish to pursue in the Summer School courses counting for University credit, you should make application for such courses in advance. See page 28.
10. Please note that certain courses will not be given unless applied for in advance.
11. If, after examining this bulletin carefully, there is further information you desire, address N. W. Walker, director of the Summer School, Chapel Hill, N. C.

HISTORICAL NOTE

The old "Summer Normal" at the University was a pioneer in the summer school field. It was established in 1877 by Dr. Kemp P. Battle, and it seems to have been the first of its kind in America. It ran for eight years, and enrolled 2,480 teachers and students. It suspended in 1884.

Revived in 1894, the Summer School ran eleven years during its second period of usefulness until 1904 when it was again suspended. During this period 1,541 teachers and students were enrolled.

It was revived again in 1907. The following table shows the growth in attendance during the third period.

1907	36
1908	53
1909	76
1910	99
1911	225
1912	463
1913	500
1914	596
1915	731
1916	1,052
1917	901
Total	4,732

The Summer School's growth in efficiency has more than kept pace with its growth in numbers.

OFFICERS OF ADMINISTRATION

SUMMER SESSION, 1918

Edward Kidder Graham, A.M., D.C.L., LL.D., President.
Nathan Wilson Walker, A.B., Director.
Thomas James Wilson, Jr., Ph.D., Registrar.
Miss Louise Coffey, Secretary.
Charles Thomas Woollen, Business Manager.
Julius Algernon Warren, Treasurer.
George Pickard, Superintendent of Buildings and Grounds.
Louis Round Wilson, Ph.D., Librarian.
Charles S. Mangum, M.D., Physician to the Summer School.
Miss Ferrie Choate, Graduate Nurse in charge of Infirmary.
Henry B. Marrow, Assistant Registrar.

Advisory Committee on Administration: Professors Walker, Noble, Howe, Wilson, T. J., Stacy, Williams, L. A., Chase.
Faculty Committee on Advanced Standing: Professors Wilson, T. J., Howe, Chase, Daggett.
Faculty Committee on Graduate School: Professors Raper, Chase, Greenlaw.
Committee on Normal Courses and Practice School: Professors Noble, Williams, Mr. Griffin, Mr. Pusey.

CHAPERONES IN CHARGE OF DORMITORIES

Mrs. S. E. Leavitt, Vance Building.
Mrs. T. J. Cheek, Battle Building.
Miss Hester Struthers, Pettigrew Building.
Mrs. G. B. Strickland, Smith Building.
Mrs. J. M. Williams, Old West Building.
Mrs. H. H. McLean, Old East Building.
Mrs. Leake Peace, Carr Building.
Mrs. E. J. Coltrane, South Building.
Miss Allie Cothran, New East Building.
Mrs. Katie S. Bonner, New West Building.
Mrs. R. L. Coons, Sigma Chi Hall.

STAFF OF INSTRUCTION*

SUMMER SESSION OF 1918

JAMES MUNSIE BELL, Ph.D., *Professor of Physical Chemistry.* — CHEMISTRY

B.A., University of Toronto, 1902; M.A., *ibid.*, 1905; Assistant in Chemistry, Cornell University, 1902-1903; Graduate Scholar in Chemistry, *ibid.*, 1903-1904; Sage Fellow in Chemistry, *ibid.*, 1904-1905; Ph.D., *ibid.*, 1905; Associate Professor of Physical Chemistry, University of North Carolina, 1910-1913; Professor of Physical Chemistry, *ibid.*, 1913—

JOHN JAY BLAIR, B.S., *Superintendent of Schools, Wilmington, N. C.* — DRAWING

B.S., Haverford College; Student in drawing and painting under William M. Chase and C. W. Hawthorne, New York City; Instructor in Drawing, University of Virginia Summer School, 1911-16; Superintendent of Schools, Wilmington, N. C., 1897—; Instructor in Drawing, 1917—

MISS HARRIET E. BOWEN, *Teacher in the Chapel Hill Graded School.* — PRACTICE SCHOOL

Graduate, St. Mary's School; Student, University of North Carolina Summer School; Teacher in St. Mary's School; Teacher in Jackson Graded School; Teacher in Chapel Hill Graded School.

WILLIAM KENNETH BOYD, Ph.D., *Professor of History in Trinity College.* — HISTORY

A.B., Trinity, 1897; A.M., *ibid.*, 1898; Ph.D., Columbia University, 1906; Assistant in History, Trinity College, 1897-8; Master in History, Trinity Park High School, 1898-1900; Adjunct Professor of History, Trinity Col- 1897-8; Master in History, Trinity Park High School, 1905-6; Professor of History, Trinity College, 1906—

*Names arranged in alphabetical order. For additional Instructors see inserted sheet.

RURAL ECONOMICS AND SOCIOLOGY

EUGENE CUNNINGHAM BRANSON, A.M., *Professor of Rural Economics and Sociology.*

A.M., Trinity College (N. C.), 1894; A.M., Peabody Normal College (Tenn.), 1899; President, Georgia State Normal School, 1900-1912; Professor of Rural Economics and Sociology, *ibid.*, 1912-1914; Professor of Rural Economics and Sociology, University of North Carolina, 1914—

SCHOOL SUPERVISION

LAUTREC CRANMER BROGDEN,† M.A., *State Supervisor of Rural Elementary Schools.*

Ph.B., University of North Carolina, 1895; Student, Teachers College, Columbia University, Summer Sessions, 1907-08-09-10; M.A., *ibid.*, 1911; Superintendent Kinston City Schools, 1899-1909; State Supervisor of Rural Elementary Schools, 1909—

GERMAN

KENT JAMES BROWN, Ph.D., *Associate Professor of German.*

A.B., Dickinson College, 1901; Ph.D., University of Pennsylvania, 1905; Student, University of Berlin, 1904-1905; Student, University of Munich, 1909-1911; Assistant in German, University of Pennsylvania, 1902-1904; Instructor in German, State University of Iowa, 1911-1912; Associate Professor of German, University of North Carolina, 1912—

GEOLOGY

J. C. BYNUM, *Assistant in Geology.*

Assistant in Geology, University of North Carolina, 1917-18—

PSYCHOLOGY AND EDUCATION

HARRY WOODBURN CHASE, Ph.D., *Professor of Psychology.*

A.B., Dartmouth College, 1904; Teacher in the Groveland High School (Mass.), 1904-1908; A.M., Dartmouth College, 1908; Director of the Clinic for Subnormal Children, Clark University, 1909-1910; Ph.D., *ibid.*, 1910; Professor of Psychology, University of North Carolina, 1910—

†On leave 1918.

COLLIER COBB, A.M., *Professor of Geology and Mineralogy.* — GEOLOGY

A.B., Harvard University, 1889; A.M., *ibid.*, 1894; Assistant in Geology, *ibid.*, 1888-1890; Instructor in Geology, Massachusetts Institute of Technology, 1890-1892; Instructor in Geology, Harvard Summer School, 1891; Assistant Professor of Geology, University of North Carolina, 1892-1893; Professor of Geology and Mineralogy, *ibid.*, 1893—

MISS ANNIE M. CHERRY, B.P., *Rural Supervisor of Elementary Schools in Harnett County.* — EDUCATION

B.P., North Carolina State Normal College, 1912; Student University of North Carolina, Summer Session, 1916; Student Teachers' College, Columbia University, Summer Session, 1917; Teacher in Dunn Graded School, 1912-1916; Rural Supervisor of Elementary Schools, Harnett County, 1916—

MISS ARCHIE LIE DICKSON, *Specialist in Writing.* — WRITING

Graduate of Palmer Method School of Penmanship, New York City; Graduate Missouri College, Student at Chicago University; Former Supervisor of Penmanship in Shawnee, Okla., and in Northwestern State Normal, Alva, Okla.; Instructor in Palmer Method of Penmanship, Summer School of University of North Carolina, 1916—

WILLIAM MORTON DEY, Ph.D., *Professor of the Romance Languages and Literatures.* — SPANISH AND FRENCH

B.A., M.A., University of Virginia, 1902; Student in Paris, 1903; A.M., Harvard University, 1904; Austin Teaching Fellow, *ibid.*, 1905-1906; Ph.D., *ibid.*, 1906; Student in Spain and Italy, 1906; Assistant Professor of Romance Languages, University of Missouri, 1906-1909; Professor of Romance Languages, University of North Carolina, 1909—

MRS. WILLIAM JASPER FERRELL, *Professor of Piano and Music Pedagogy, Meredith College.* — PIANO PEDAGOGY

Graduate of Nansemond Seminary; Pupil of Mrs. Gregory Murray, of Philadelphia; Graduate of Burrows

Kindergarten School; Graduate of Dunning Kindergarten School; Professor of Piano and Music Pedagogy, Meredith College, 1906—

PRACTICE SCHOOL

MISS LETTIE GLASS, *Teacher in the Chapel Hill Graded School.*

Graduate N. C. State Normal and Industrial College, 1904; Student Summer School of the South, Knoxville, (Tenn.); Student Teachers' College, Columbia University, Summer Term, 1917; Teacher and Supervisor of the Primary Department, Statesville Graded School, 1904-1913; Teacher in the Chapel Hill Graded School, 1913—

ENGLISH

EDWIN GREENLAW, Ph.D., *Kenan Professor of English.*

A.B., Northwestern University, 1897; A.M., *ibid.*, 1898; A.M., Harvard University, 1903; Ph.D., *ibid.*, 1904; Instructor in English, Northwestern University, 1898-1902, 1904-1905; Instructor in English, University of Chicago, 1904, 1907; Professor of English, Adelphi College, 1905-1913; Professor of English, University of North Carolina, 1913-1918; Kenan Professor of English, 1918—

GRAMMAR SCHOOL METHODS

ISAAC CEBERN GRIFFIN, *Superintendent of the Shelby, N. C., Graded Schools.*

Student, Davidson College, 1895-1897; Student, Summer School of the South; Principal, Mill Bridge Academy, 1897-1900; Teacher in the Salisbury Public Schools, 1900-1903; Superintendent, Salisbury Public Schools, 1903-1909; Teacher of History in the Cullowhee Normal and Industrial School, 1909-1911; President, North Carolina State Association of City Superintendents, 1911; State Conductor of Teachers' Institutes; Superintendent, Marion Graded School, 1911-1916; Superintendent, Shelby Graded Schools, 1916—

PUBLIC SCHOOL MUSIC

GUSTAV HAGEDORN, *Formerly Dean of the School of Music, Meredith College, Raleigh, N. C.*

Pupil of Adolph Hahn and Leopold Lichtenberg; Pupil of Issay Barmas and Edgar Stillman Kelly, Berlin; late member of the Cincinnati Symphony Orchestra (five years); Professor of Violin, Orchestral Instruments,

and Instructor in Harmony, Counterpoint, Meredith College, 1906-1915; Dean of the School of Music, *ibid.*, 1912-1915.

JOSEPH GREGOIRE DEROULHAC HAMILTON, *Ph.D., Alumni Professor of History.* — HISTORY

M.A., University of the South, 1900; Ph.D., Columbia University, 1906; Associate Professor of History, University of North Carolina, 1906-1908; Professor of History, *ibid.*, 1908—

JAMES HOLLY HANFORD, Ph.D., *Associate Professor of English.* — ENGLISH

A.B., University of Rochester, 1904; Ph.D., Harvard University, 1909; Assistant in English, *ibid.*, 1908; Instructor in English, *ibid.*, 1910-1913; Assistant Professor of English, Simmons College, 1909-1914; Associate Professor of English, University of North Carolina, 1914—

GEORGE KENNETH GRANT HENRY, A.M., Ph.D., *Assistant Professor of Latin.* — LATIN

A. B., Hamilton College, 1900; A.M., *ibid.*, 1904; Ph.D., University of North Carolina, 1914; Instructor in Mathematics, University of North Carolina, 1908-1909; Instructor in Latin, *ibid.*, 1909-1914; Assistant Professor of Latin, *ibid.*, 1914—

GEORGE HOWE, Ph.D., *Professor of the Latin Language and Literature.* — LATIN

A.B., Princeton University, 1897; A.M., Ph.D., University of Halle, 1903; Student, Oxford University, 1903; Professor of Latin Language and Literature, University of North Carolina, 1903—; Student, American School of Classical Studies at Rome, 1912-1913.

MISS LILY NELSON JONES, *Supervisor of Writing in the Durham City Schools.* — WRITING AND EDUCATION

Graduate of Greensboro Female College; Student, Summer School of the South; Student, University of Virginia Summer School; Student, Columbia University, Summer Sessions of 1911 and 1912; Instructor in Writ-

ing, Martinsville, (Va.) Summer School, Newport News Normal, Fredericksburg Normal, and the University of Virginia Summer School, 1909 and 1910; Instructor in Primary Work in the North Carolina Institutes, 1912; Teacher of Primary Grades in the Durham City Schools, 1904-1910; Supervisor of Writing, *ibid.*, 1911—

EDUCATION

MISS BETTY AIKEN LAND, *Supervisor of Elementary Schools of Guilford County.*

Graduate of State Normal and Industrial College, Greensboro, N. C.; Student at University of Virginia Summer School, 1911; State Normal Summer School, 1913; Columbia University Summer School, 1915; Instructor in Primary Work in North Carolina Institutes, 1914-15-16; Assistant Instructor in Primary Methods at the Normal College Summer School, 1914; Instructor in Primary Methods at Appalachian Training School, 1916; Assistant Instructor in Primary Methods at University of North Carolina Summer School, 1917; Teacher of Primary Grades in Schools of Guilford County and Greensboro, N. C.

FRENCH

STURGIS ELLENO LEAVITT, Ph.D., *Assistant Professor of Romance Languages.*

A.B., Bowdoin College, 1908; A.M., Harvard University, 1913; Ph.D., *ibid.*, 1917; Instructor in Romance Languages, Northwestern University, 1913-14; Harvard University, 1915-17; Assistant Professor of Romance Languages, University of North Carolina, 1917—

STENOGRAPHERS' COURSE

MRS. WALTER LEE LEDNUM, *President, Durham Business School.*

Graduate, St. Mary's School, 1905; Student, Summer School of the South and Summer School of the University of North Carolina; three years teacher in graded schools; stenographer and instructor in shorthand and typewriting, Washington, D. C.; assistant in offices of Secretary of State and Adjutant-General, Nashville, Tennessee; President Durham Business School, 1914—

SOCIAL WORK

MRS. CLARA SOUTHER LINGLE (MRS. THOS. W.), *Assistant in Bureau of Extension and Adviser to Women.*

Student, Washington University, University of Leipzig, University of Geneva; President North Carolina Fed-

eration of Women's Clubs, 1915-1917; teacher in the Montreat Summer School, 1914-1917; Secretary of the North Carolina Conference for Social Service, 1917—; Advisor for Women, University of North Carolina, 1917—

CHARLES E. MCINTOSH, A.B., *Superintendent of Schools Hickory, N. C.* — EDUCATION

A.B., University of North Carolina, 1911; Assistant, Department of History, University of North Carolina, 1910-11; Head, Department of History of Durham High School, 1911-13; Chief Clerk North Carolina State Department of Education and Secretary North Carolina State Board of Examiners, 1913-16; Superintendent of Schools, Hickory, N. C., 1916—

GEORGE MCFARLAND MCKIE, A.M., *Associate Professor of Public Speaking.* — ENGLISH

Graduate Emerson College of Oratory, 1898; A.B., A.M., University of North Carolina, 1907; Student Harvard University, 1907-08; Instructor in English, University of North Carolina, 1899-1908; Associate Professor of Public Speaking, *ibid.*, 1908—; Member of Faculty, Harvard Summer School, 1915, 1916.

MISS HENRIETTE MARIE MASSELING, *Story Specialist, Teacher in the Atlanta Public Schools; Story Teller in the Children's Department of the Carnegie Main Library, the Anne Wallace Branch Library, and the South Branch, Atlanta, Ga.* — STORY-TELLING

Graduate of the Immaculate Conception Academy, 1900; Student at State Normal School, University of Georgia, Athens, Georgia; Lecturer on the Art of Story-Telling; Vice-President of the Story-Tellers' League; Teacher in the Public Schools of Atlanta, Georgia, 1901—; Member of the Writers Club of Atlanta, Ga.; Story-teller in the Children's Department of the Carnegie Libraries, Atlanta, Ga., 1902—; Instructor in the University of North Carolina Summer School, 1914—

MARCUS CICERO STEPHENS NOBLE, *Professor of Pedagogy and Dean of the School of Education.* — PEDAGOGY

Student, Davidson College and University of North Carolina; Commandant, Bingham School, 1880-83;

Superintendent of Schools, Wilmington, N. C., 1883-'98; Professor of Pedagogy, University of North Carolina, 1898—; Dean of the School of Education, *ibid.*, 1913—

EDUCATION

STUART GRAYSON NOBLE, Ph.D., *Professor of Education, Millsaps College, Jackson, Mississippi.*

A.B., University of North Carolina, 1907; A.M., University of Chicago, 1910; Graduate Scholar in Education, Teachers College, Columbia University, 1914-1915; Ph.D., *ibid*, 1918; Rural Principal; Instructor, Horner Military School, 1907-1908; Instructor, Millsaps, Preparatory School, 1908-1911; Headmaster, *ibid.*, 1911-1916; Professor of Education, Millsaps College, 1916—; Professor of Education, University of Mississippi, Summer School, 1917.

PHYSICS

ANDREW HENRY PATTERSON, A.M., *Professor of Physics.*

Ph.B., B.E., University of North Carolina, 1891; A.B., Harvard University, 1892; A.M., *ibid.*, 1893; Instructor in Physics, University of Georgia, 1894-1897; Adjunct Professor of Physics and Electrical Engineering, *ibid.*, 1897-1898; Professor of Physics and Astronomy, *ibid.*, 1898-1908; Student, University of Berlin and Charlottenburg Technische Hochschule, 1905-1906; Student, Cambridge University, 1906; Chief Inspector, International Arms and Fuse Company, New York, 1915-16; Professor of Physics, University of North Carolina, 1908—; Dean of the School of Applied Science, *ibid.*, 1911—

GRAMMAR SCHOOL METHODS

EDWIN DAVIS PUSEY, A.M., *Superintendent of City Schools, Durham, N. C.*

A.B., St. John's Colege, Md., 1889; A.M., *ibid.*, 1891; Assistant Master, Yeates Institute, Lancaster, Penn., 1890-1891; Instructor in Latin, St. John's College, 1891-1894; Professor of German, St. John's College, 1894-1898; Supervising Principal of The Arundel School for Girls, Annapolis, Md., 1894-1898; Director of the Maryland Summer School for Teachers, 1894; Captain of Infantry, U. S. V. Army, 1898-1900; Professor of German in St. John's College, 1900-1903; Principal of the Roberdel Academy, 1907-1909; Superintendent of Schools, Laurinburg, N. C., 1909-1912; Superintendent

of City Public Schools, Goldsboro, N. C., 1912-1914; Superintendent of the Durham City Schools, 1914—

WILLIAM WALTER RANKIN, JR., A.M., *Instructor in Mathematics.* MATHEMATICS

B.E., North Carolina College of Agriculture and Mechanic Arts, 1904; Professor of Mathematics, Fredericksburg College, 1908-1911; A.M., University of North Carolina, 1912; Fellow in Mathematics, *ibid.*, 1912-1913; Instructor in Mathematics, *ibid.*, 1913-1914, 1915—; Student, Harvard University, 1914-1915.

LOUIS W. RAPEER, Ph.D., *President and Professor of Education, University of Porto Rico.* EDUCATION

Diploma, Indiana State Normal School, 1902; A.B., University of Chicago, 1904; A.M., University of Minnesota, 1907; Ph.D., Columbia University, 1913; Teacher, Principal, and Superintendent, Public Schools of Indiana; Supervising Principal of Schools, Minneapolis; Instructor and Assistant Professor of Education, University of Washington, College of the City of New York, New York Training School for Teachers; Professor of Education and Extension Lecturer, Pennsylvania State College; President and Professor of Education, University of Porto Rico.

MISS IDA EVANS ROGER, *Supervisor of Instruction, Mount Vernon, N. Y.* EDUCATION

Graduate, State Normal School, Oneonta, New York; Student, Wm. Smith College; Student, New York School of Art; Student, Teachers College, Columbia University; Assistant in Education, Wm. Smith College; Primary Supervisor, Port Chester, New York, 1913-1916; Member of New York State Committee of four for the preparation of Regents questions in English, American history and spelling, 1917—; Contributor to Primary Education, Boston, Mass., and Popular Educator, Boston, Mass.; Supervisor of Instruction, Mount Vernon, New York, 1916—

MISS DORIS P. ROSENTHAL, *Assistant in Drawing.* DRAWING

Graduate, California State Normal School at Los Angeles, 1910; Graduate, Art Department, Teachers' Col-

lege, Columbia University, 1913; Student, Drawing and Painting under John Sloan and George Bellows, 1917-18; Instructor Painting, at the Los Angeles State Normal School, 1913-14; Instructor, East Newport, California, Summer School of Art, 1914; Instructor and Director, Department of Art in the California State Normal School at Fresno, 1914-15-16.

CHEMISTRY

JAMES WILLIAMS SCOTT, A.M., *Instructor in Chemistry.*

A.B., Wofford College, 1909; A.M., Vanderbilt University, 1913; Instructor in Chemistry and Physics, Wofford College, 1913-1915; Fellow and Assistant in Chemistry, University of North Carolina, 1916—

PHYSICS

HARRY MORRISON SHARP, A.B., *Instructor in Physics.*

A.B., Vanderbilt University, 1906; Student, University of Chicago, Summer Session of 1910, 1912, 1913, 1914; Student, *ibid.*, 1915-17; Teacher in Hughey and Turner Training School, Weatherford, Texas, 1906-7; Principal Public School, Stanton, Tenn., 1907-8; Teacher, High School, Memphis, Tenn., 1908-15; Instructor in Physics, University of North Carolina, 1917—

ARITHMETIC

SAMUEL LLOYD SHEEP, M.E., *Superintendent Marion, N. C. Graded Schools.*

Master's Diploma, Bloomsburg, (Pa.) State Normal School, 1875; Graduate Student, *ibid.*, 1875-1876; Superintendent of Schools, Watsontown, Pa., 1877-1878; Principal, Atlantic Collegiate Institute, Elizabeth City, N. C., 1878-1907; Superintendent, Summer Normal School, Elizabeth City, 1880-1889; Superintendent of Schools of Pasquotank County, and Institute Conductor; President, State Association of City Superintendents, 1912; Superintendent of the Graded Schools of Elizabeth City, 1907-1914; Superintendent of City Schools, Helena, Ark., 1914-16; Superintendent, Marion, N. C., Graded Schools, 1916—

PRACTICE SCHOOL

MISS HELEN REID SHELL, *Teacher in the Chapel Hill Graded School.*

Graduate of Davenport College; Student, University of North Carolina Summer School; Teacher in the Tay-

lorsville High School (2 years); Teacher in the Lenoir Graded School (1 year); Teacher in the Chapel Hill Graded School (4 years); Teacher in Practice School, University of North Carolina Summer School, 1917—

MARVIN HENDRIX STACY, A.M., *Professor of Civil Engineering.* — MATHEMATICS

Ph.B., University of North Carolina, 1902; Instructor in Mathematics, *ibid.*, 1902-1906; A.M., *ibid.*, 1904; Student, Cornell University, 1905, 1906, 1911; Associate Professor of Civil Engineering, University of North Carolina, 1906-1910; Professor of Civil Engineering, *ibid.*, 1910—; Dean of the College of Liberal Arts, 1914—

JOHN MARCELLUS STEADMAN, JR., Ph.D., *Instructor in English.* — ENGLISH

A.B., Wofford College, 1909; A.M., *ibid.*, 1912; Assistant in English, University of North Carolina, 1913-1914; Assistant in English, University of Chicago, 1915-1916; Ph.D., *ibid.*, 1916; Instructor in English, University of North Carolina, 1916—

WALTER DALLAM TOY, M.A., *Professor of the Germanic Languages and Literatures.* — GERMAN

M.A., University of Virginia, 1882; Student, University of Leipzig, 1882-1883; University of Berlin, 1883-1885; College de France, 1885; Professor of Germanic Languages and Literatures, University of North Carolina, 1885—; Student, University of Berlin, 1910-1911.

ADOLPH VERMONT, A.M., *Teacher of Modern Languages, Asheville City High School.* — DRAMATICS

A.M., Humaniora, Saint Nicholas, Belgium; Graduate, University of Louvain; Instructor in the Romance Languages, University of North Carolina, 1907-1910; A.M., *ibid.*, 1909; Graduate Student, University of Chicago, summer of 1909; appointed Fellow in Romance Languages, *ibid.*, 1910; Principal Smithfield Graded Schools, 1910-1911; Superintendent, *ibid.*, 1911-1917.

HISTORY

HENRY MCGILBERT WAGSTAFF, Ph.D., *Professor of History.*

Ph.B., University of North Carolina, 1899; Professor of Mathematics, Rutherford College, (N. C.), 1900-1902; Ph.D., Johns Hopkins University, 1906; Acting Professor of Economics and History, Alleghany College, 1906-1907; Associate Professor of History, University of North Carolina, 1907-1909; Professor of History, *ibid.*, 1909—

CHEMISTRY

ALVIN SAWYER WHEELER, Ph.D., *Professor of Organic Chemistry.*

A.B., Beloit College, 1890; Student, University of Chicago, 1895; Student, Cornell University, 1897; Assistant in Chemistry, *ibid.*, 1897-1900; Ph.D., *ibid.*, 1900; Associate Professor of Chemistry, University of North Carolina, 1900-1912; Professor of Organic Chemistry, *ibid.*, 1912—; Student, University of Berlin, University of Bonn, Swiss Federal Polytechnic, 1910-1911.

PHYSICAL EDUCATION

MISS ANNE WILBY, *Director of Primary Department of Physical Training in the Atlanta Public Schools, Specialist in Playground Work.*

Student of Normal College of North American Gymnastic Union, Indianapolis, Ind.; Student, Girls' High School, Atlanta, Ga.; Student Observer of Public Schools of Indianapolis, New York, Cincinnati, and Birmingham; Student of Gymnastics, Agnes Scott College, Decatur, Ga.; Director of Playgrounds, Atlanta, Ga.; Director of Gymnastics, Boys' Club, Indianapolis; Director of Physical Training, Primary Department, Public Schools, Atlanta, Ga.

SCHOOL ADMINISTRATION

LESTER ALONZO WILLIAMS, Pd.D., *Professor of School Administration.*

A.B., Dartmouth, 1903; A.M., *ibid.*, 1909; Pd.D., New York University, 1912; Supervisor of Schools and Principal of High Schools in Massachusetts and New Hampshire, 1903-1911; Supervisor of Schools, Leonia, New Jersey, 1912-1913; Lecturer, Brooklyn (N. Y.), Institute of Arts and Sciences, 1913; Lecturer in New York University Summer School, 1913; Professor of School Administration, University of North Carolina, 1913—

LOUIS ROUND WILSON, Ph.D., *Professor of Library Administration, and Director of Extension.* — LIBRARY ADMINISTRATION

A.B., University of North Carolina, 1899; Librarian, *ibid.*, 1901—; A.M., *ibid.*, 1902; Ph.D., *ibid.*, 1905; Student, Columbia University, 1910; Associate Professor of Library Administration, 1907-1912; Professor of Library Administration, 1912—; Director of Extension, 1914—

NOTE.—For additional Instructors, see leaf inserted.

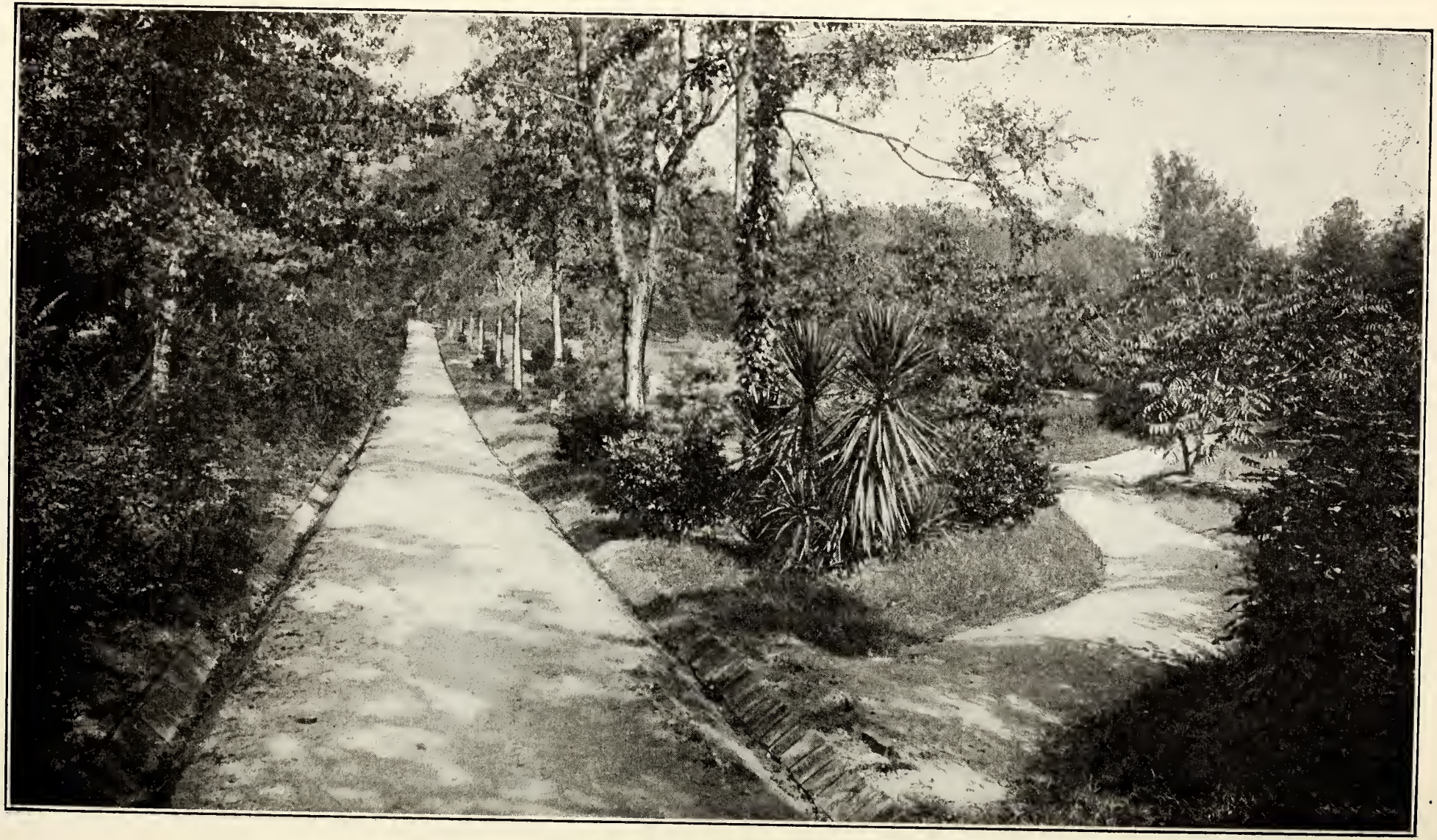
SPECIAL LECTURERS

THOMAS M. BALLIET, Ph.D., *Dean, School of Pedagogy, New York University.* — THE PRINCIPLES OF EDUCATION

EDWIN GREENLAW, Ph.D., *Kenan Professor of English University of North Carolina.* — INTERPRETERS OF THE MODERN SPIRIT

EDWIN MIMS, Ph.D., *Head of the Department of English, Vanderbilt University.* — LITERATURE AS A NATIONAL ASSET; AND AMERICAN IDEALS

CHARLES ALPHONSO SMITH, Ph.D., LL.D., *Head of the Department of English, United States Naval Academy.* — STUDIES IN AMERICANISM



THE ARBORETUM

Part I—GENERAL INFORMATION

The Summer Term: June 11-July 25

The thirty-first session of the University Summer School will open on Tuesday, June 11th, and continue for a term of six weeks, closing on Thursday, July 25th. Classes will hold their regularly scheduled meetings on Thursday, Friday, and Saturday of the opening week, but after that the school will be in session only five days each week, from Monday to Friday.

Registration

The regular time for registration will be Tuesday and Wednesday, June 11th and 12th. All students of the summer school should try to be present and register on those days, as the regular class work will begin promptly at 8:00 on Thursday morning, June 13th. There are certain preliminary arrangements to be made in the way of selecting courses, securing board and lodging, getting the necessary books, etc., all of which should be attended to, if possible, before class work begins. To be on hand promptly so as to begin with the regular class is far more satisfactory than to come in a day or two late.

Registration in the courses counting for the A.B. and A.M. degrees will not be permitted after Monday, June 17th.

Departments of Instruction

In the Summer School of 1918 instruction will be offered in the following departments (for description of the courses see pages 45-76.

Agriculture
Chemistry
Drawing
Education
English
French
Geography
Geology
German
History
Home Economics
Latin
Library Science
Mathematics
Music
Physics
Rural Economics and Sociology
Social Work in War Time
Spanish
Stenography
Writing

In the Department of Education the following courses will be offered:

Courses in Methods

Primary Methods: Teachers' Courses in Primary School Subjects.

I. The Teaching of Reading.
II. The Teaching of Number and Language Work.

Grammar School Methods.

I. English, History, and Spelling.
II. Arithmetic, Geography, Physiology and Hygiene.
III. Class Management.

Teachers' Courses in Grammar School Subjects.

I. The Teaching of English.
II. The Teaching of History.
III. The Teaching of Arithmetic.
IV. The Teaching of Geography.
V. The Teaching of Civics.

High School Methods.

Courses in Physical Education and Story-Telling

Physical Education.

I. For Primary Teachers.
II. For Grammar Grade Teachers.

Story-Telling.

I. For Primary Teachers.
II. For Grammar Grade Teachers.

Courses in Supervision

The Supervision of the Primary Grades.
The Supervision of the Grammar Grades.
Constructive Supervision.
The Use of Educational Tests and Scales in Supervision.

Courses in Educational Principles, Administration, Psychology, and the History of Education

History of Elementary Education.
History of Education in North Carolina.
History of Secondary Education: Modern Period.
Principles of Secondary Education.
Introduction to Psychology.
Social Psychology.
Educational Psychology.
Problems in Administration.

These courses are designed to meet the needs of teachers and superintendents who are making an effort to fit themselves for better service, and for students who wish to pursue during the summer college and university courses leading to the A.B. and the A.M. degrees. To the earnest teacher or student who desires to spend a part of the summer in serious, quiet study under the direction of competent instructors, excellent opportunities are offered.

Courses for University Credit

The Summer School is from year to year enlarging the scope of its work by opening other departments and offering additional courses, many of which count for credit towards the degrees of A.B. and A.M. A list of these courses is given below, and a description of each, with a statement of the amount of credit given, is included in the statements made by the various departments. (See pages 45-76.)

One Summer School credit is the equivalent of one hour of work for one year during the regular University session. The credit allowance for courses in the Summer School is in proportion to the number of weekly meetings, a course meeting for five hours each week counting for one credit, one meeting for ten hours weekly, for two credits.

In no case will credit be given unless the student has been in regular attendance on the course during the whole summer session, and has completed satisfactorily the work of the course together with the final examination. Students will not be allowed to register for such courses later than Monday, June 17th.

The standard of work in courses given for University credit will be in all respects that of the corresponding courses as given during the regular session, as these courses are an integral part of the work of the University. It is the hope of the University that by the introduction of such courses increased service may be rendered to the growing body of teachers in the State who have already completed college courses or done some work of college grade and who desire while in service to improve themselves along both professional and cultural lines, and at the same time receive formal recognition for their work.

Courses of Freshman and Sophomore grade will not be credited toward graduate work. Courses of Junior and Senior grade may be counted toward a minor for such work, as indicated in the regulations below.

Admission to Undergradute Courses

Applicants for courses of Freshman grade must satisfy the requirements for entrance as laid down in the University catalogue. These requirements comprise a total of 15 units selected from the subjects of English, foreign languages (ancient and modern), history, mathematics, and science. For details the applicant is referred to the University catalogue.

Applicants for courses of advanced standing must furnish evidence of work of college grade completed at this or another institution. Such evidence must consist of the official statement from the institution where the work was done, stating definitely the courses pursued and the amount of credit recorded. Admission to specific courses will be determined in each case by the department on the basis of previous preparation. In some instances the training in a branch of study derived from experience in teaching it will be taken into account.

Application for admission to undergraduate courses should be sent in advance to the Director of the Summer School. This application should be accompanied by certificates of preparation or official statements from other institutions and a list of the courses the applicant desires to pursue. Blanks for this purpose will be furnished on request.

CONFEDERATE MONUMENT

THE LIBRARY

Candidates for the Master's Degree

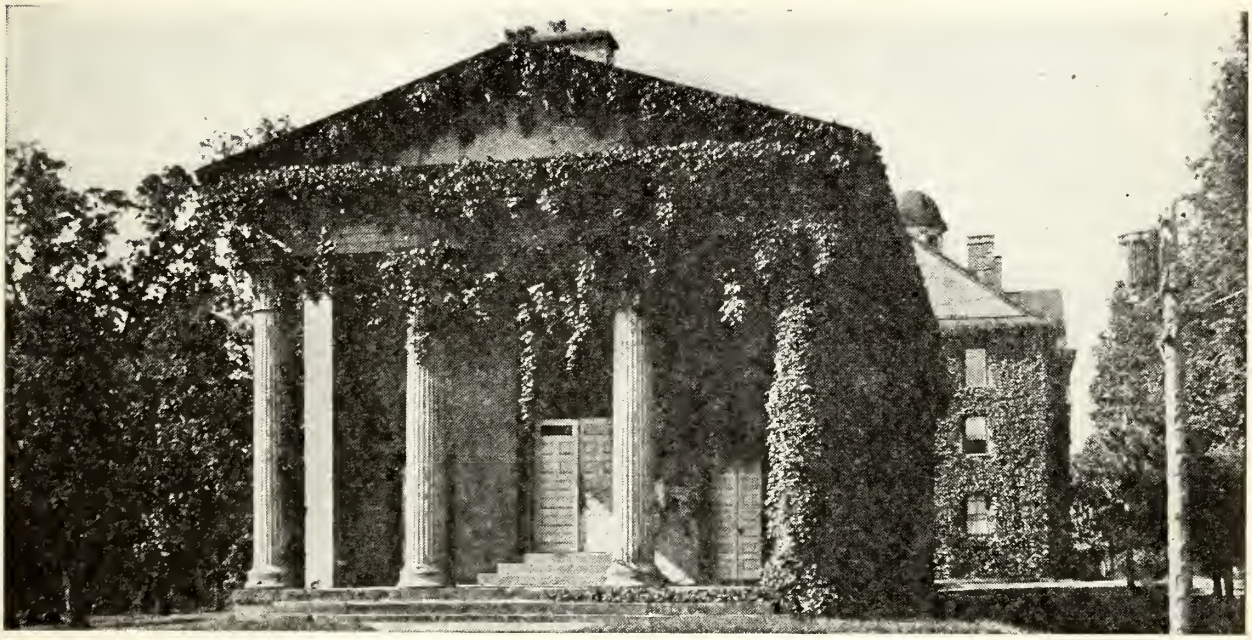
Students who may wish to pursue in the Summer School courses leading to the Master's degree should, if possible, make application for such courses before June first and should send with their application a statement of their educational experience. This statement should include: (1) the college from which the applicant has a Bachelor's degree; (2) the time when the degree was taken; (3) the courses pursued; (4) teaching experience. The courses leading to the Master's degree will be open to the students of the Summer School upon the same conditions as to students in the regular sessions. The candidate for such a degree must hold a Bachelor's degree from a college of approved standing. He must complete at least 15 hours credits, 8 of which must be taken from courses in the Graduate School; the remaining 7 may be taken from courses in the Graduate School or from courses open to Juniors and Seniors. In case the candidate has not had sufficient training in certain departments to enable him to pursue strictly graduate courses, provision may be made in the Summer School for the making up of such deficiency.

The degree may be earned by graduates of standard colleges by the completion of an approved course of study extending over four summer sessions. No student will be allowed to carry during any one summer courses which amount to more than four credits toward the degree. The degree will in no case be conferred until the regular commencement next succeeding the summer session in which the work is completed.

A thesis on the major subject of study, showing capacity for original research, must be submitted to the head of the department concerned on or before May 1 of the year in which the degree is conferred, and must be filed in typewritten form on or before May 15th.

Special Lectures and Round-Table Conferences

In addition to the regular courses of instruction enumerated in the paragraphs above, there will be a series of lectures and round-table conferences running through the entire term, for the presentation and discussion of vital school problems and topics relating to every practical phase of school work. Matters of school and



SMITH HALL

CAMERON AVENUE—LOOKING WEST

classroom management will receive especial attention. These conferences will be made as genuinely helpful as it is possible to make them. Topics of especial interest to prospective teachers, rural school teachers, grade teachers in the city schools, high school teachers, principals, and superintendents will be presented and discussed.

Among those who will be present from time to time to deliver special lectures and to lead in the discussions at these round-table conferences are several of the State's most thoughtful and progressive city and county superintendents, college professors, and State school officials. No teacher in the Summer School can well afford to miss these conferences.

Departmental Conferences

Throughout the session departmental conferences will be conducted for teachers of special subjects. These conferences will be held once or twice a week and will be conducted by the heads of the several departments. The discussions will supplement the lectures given in certain courses. The attendance will not be restricted to those who register for such courses. The English conference will be open to all those who wish to attend; the Latin conference, to all teachers of Latin; and so on for the conferences in the other departments. It is the purpose of these conferences to aid teachers in the practical problems of their work by informal discussions of such topics as the recitation, the course of study, the place of the subject in the curriculum, the use of material, etc.

A Practice School

A three-teacher school will be conducted throughout the term for the purpose of observation and practice. Regular class work covering the first seven grades will be carried on. Teachers pursuing courses in Primary School Methods and Grammar School Methods will be required, under the direction of the instructors, to observe the work of these grades, to prepare and to teach assigned lessons from approved lesson plans, and, so far as possible, to carry out in actual practice the principles presented and studied in class. All observation and practice teaching will be done under the direction and supervision of expert critic teachers.

ALUMNI BUILDING

PEABODY BUILDING

For Whom Courses are Planned

Professional and Cultural Courses are planned for:

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to take the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A.B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A.B. and A.M. degrees.

Summer School Certificates and Professional Credits

At the close of the term regular examinations will be held, and certificates will be issued to those who pass a satisfactory examination on the course pursued. These certificates state definitely the courses pursued and the grades attained, and they will be accepted under the provisions of the General School Law, by the State Board of Examiners and Institute Conductors in lieu of attendance upon local institutes.

Professional Courses Approved by the State Board of Examiners and Institute Conductors

Certificates covering certain courses in the Summer School have been accepted for credit on the professional work required by the State Board of Examiners and Institute Conductors for the several classes of certificates issued by this Board.

Just which courses will count for such credit and the amount of credit that will be allowed can be ascertained at the time of registration.

Examination for State Certificates

The Teachers in the Summer School who wish to apply to the State Board of Examiners and Institute Conductors for certificates

THE SOUTH BUILDING AND WELL

will have an opportunity to review the main subjects on which they are to be examined, and then to take the examinations at a time when they should be best able to pass them successfully. The State examinations will be held on July 25 and 26.

Teachers' Bureau

A Teachers' Bureau is maintained during the Summer School for the benefit of teachers desiring a change of position. Many applications for teachers are received each year while the Summer School is in session, and many Superintendents visit the Summer School for the purpose of employing well qualified teachers. In order that the management may keep closely in touch with available teachers and be enabled thereby to render prompt service to school officials applying for teachers, all well qualified applicants in attendance are invited to register with the Teachers' Bureau. No fee is required nor is any charge made for this service. Applicants are expected to file with the Bureau photograph and typewritten testimonals or letters of recommendation.

The Library

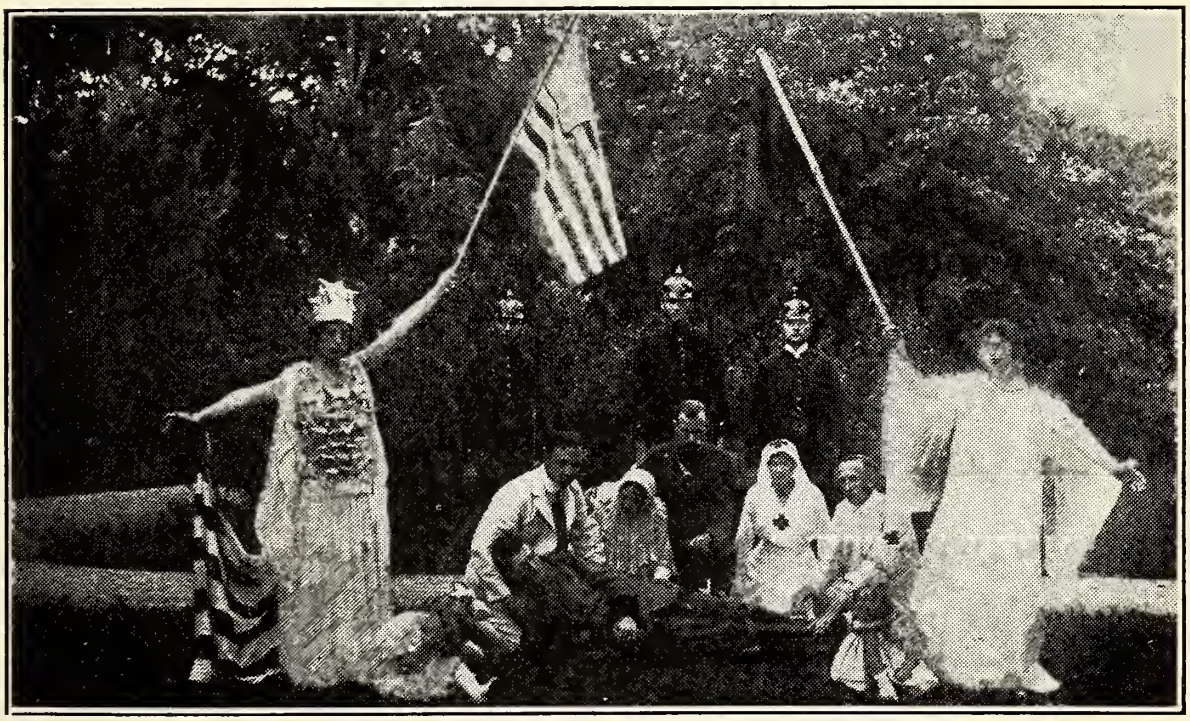
The University Library, containing 80,000 volumes and over 20,000 pamphlets, will be open daily to the students of the Summer School. Excellent opportunities are here afforded the students for wide reading and special research. Model libraries are exhibited during the term for (a) Teachers, (b) Rural Elementary Schools, (c) High Schools. These suggestive collections may be consulted at any time.

The Gymnasium

Students of the Summer School will be accorded the privileges of the baths and swimming pool in the Gymnasium. Each day in the week, from 7 a. m. until 4 p. m., the baths and swimming pool will be open to the women of the Summer School. Hot water will be furnished every morning. Each afternoon, from 4 to 6:30, the baths and swimming pool will be open to the men.

One evening each week (Social Evening) the Gymnasium will be open for social purposes. A gymnasium fee of fifty cents is charged each student of the Summer School. This is paid at the time of registration.

A Group of Red Cross Nurses in *Pro Patria*, a Patriotic Cantata Presented by the Summer School Students and the Children of the Practice School, July Fourth, 1917



Scene from the Historical Pageant, *America in World Affairs*, Presented by the Students of the Summer School on July Fourth, 1917

The Infirmary

During the Summer School the University Infirmary will be open for the convenience of the students in attendance. The Infirmary will be under the direction of Dr. Charles S. Mangum, Physician to the Summer School, and Miss Ferrie Choate, Graduate Nurse, who, with an assistant, will be constantly in attendance. There will be no extra charge for the services of the Physician or of the nurse, except in cases of prolonged and serious illness necessitating a special nurse. The Summer School Physician will be at the Infirmary two periods a day for consultation and advice. At these hours students of the Summer School will be given the opportunity to consult the Physician about any matters pertaining to their health. A medical fee of seventy-five cents is required of each matriculate in the Summer School at the time of registration.

Tuition, Registration, and Laboratory Fees

Each matriculate in the Summer School is required to pay a flat registration fee of $8. This includes a matriculation fee of $6.50, a medical fee of 75 cents, a gymnasium fee of 50 cents, and a library fee of 25 cents. No tuition fees will be charged teachers of the State or residents of the State who are preparing to teach; nor will tuition fees be charged nonresidents of the State who, at the time of matriculation, have signed a contract to teach in the schools of the State.

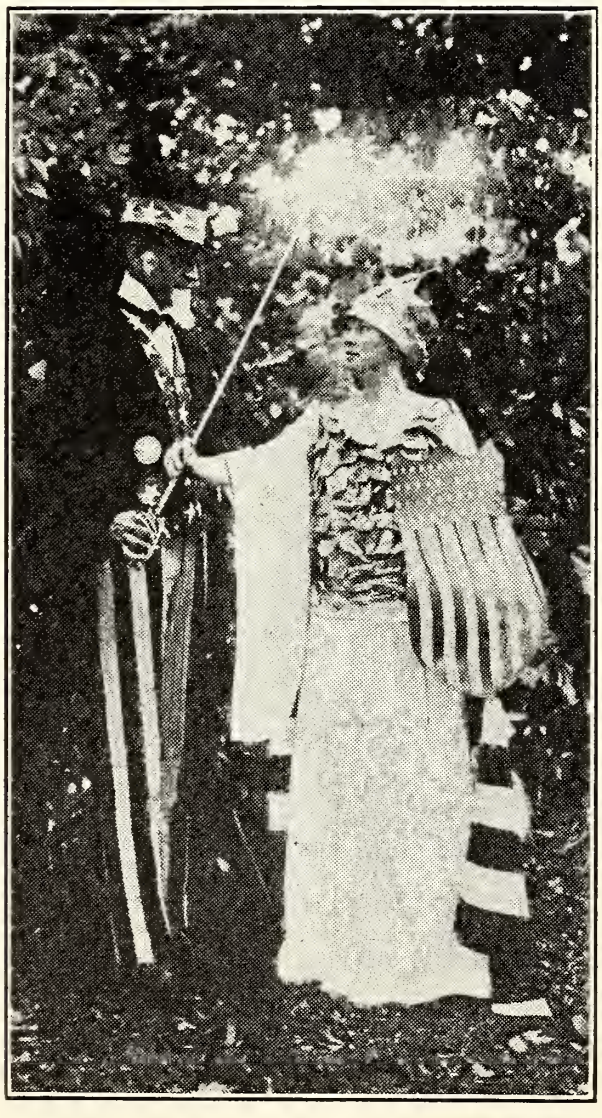
In addition to the registration fee, a nominal tuition fee of $5 will be charged all other matriculates in the Summer School. Laboratory fees are charged for some courses. In each case where a laboratory fee is charged, due announcement of the fact is made in connection with the statement of the course for which it is charged. Registration, tuition, and laboratory fees are to be paid at the time of registration.

No refund of any of these fees will be made after ten days from the date of registration.

Special Railroad Fares

At the present time, on account of War conditions and the new problems of railroad administration, no definite announcement

A Section of the Fourth-of-July Parade—University Summer School, 1917



Uncle Sam and Columbia Led the Patriotic Parade, July 4th, 1917

as to the dates special-rate tickets will be on sale. We are authorized to announce that reduced rates on account of the Summer School will be granted, but the dates of sale and the roads granting such rates cannot be announced at this time. Be sure to inquire of your local ticket agent for special rates a few days before you expect to leave for the Summer School. He will be able to give you full information concerning such rates.

Train Schedules

There are two trains a day, except Sunday, from University Station to Chapel Hill. The noon train arrives at 11:30 and the evening train at 6:45. Those who can conveniently do so would do well to arrange their trip so as to reach Chapel Hill on the noon train. Be sure to buy your ticket to Chapel Hill Station and have your baggage checked to this point (and not to University Station, which is ten miles or more from the University).

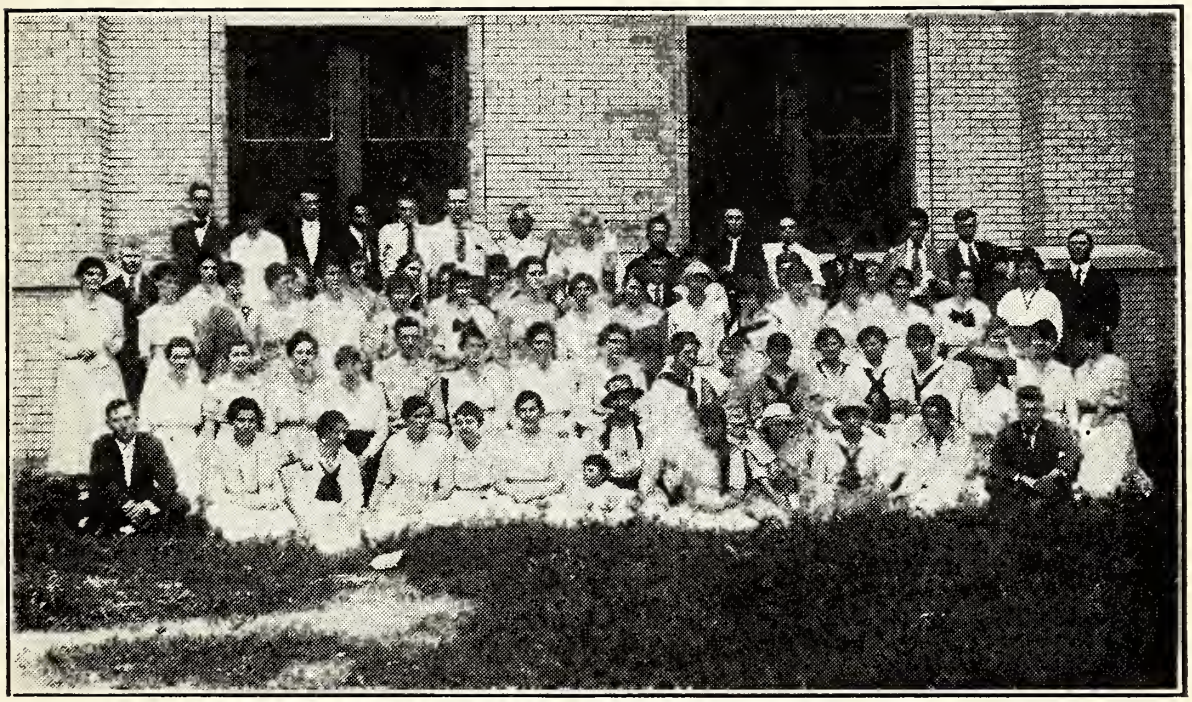
Delivery of Baggage

The Summer School management will deliver the baggage of students free of cost at their dormitories, provided their checks are given only to the official representative of the Summer School at University Station or at Chapel Hill Station. During the registration period a Bureau of Information will be maintained at University Station, and an official representative of the University Summer School will be on hand to take up baggage checks and give such information as incoming students may desire. Give your checks to this representative and your baggage will be delivered promptly and without charge.

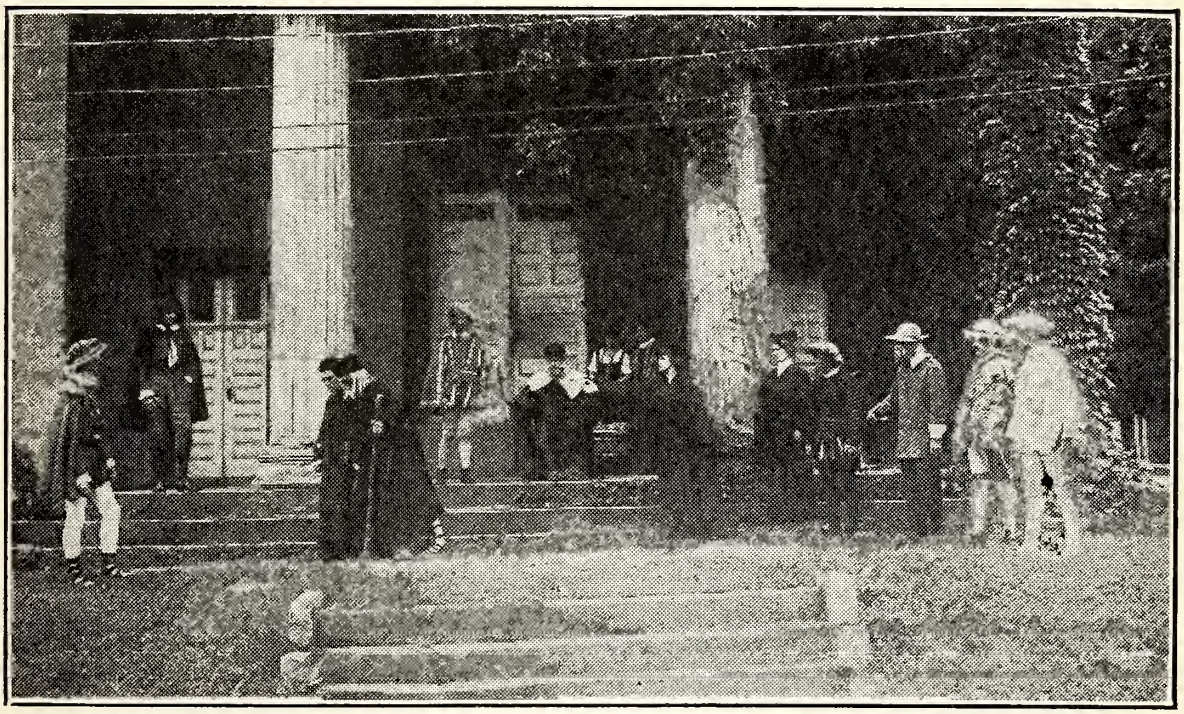
Table Board

Good table board will be furnished at *Swain Hall* (the University's new $45,000 dining hall) and at *University Inn* for $16.00 per month of four weeks, payable at the beginning of the month, or $24.00 for the entire term, payable at the opening of the session. The rates by the week will be $4.50. Five hundred boarders can be accommodated at *Swain Hall* and one hundred can be accommodated at *University Inn.*

Good table board and lodging can be obtained at the village boarding houses and hotels at reasonable rates. (See list on pages 80-82.)



A Group of Swain Hall Waitresses and Helpers,
Summer School, 1917



A Scene from Shakespeare's *Merchant of Venice*, as
Presented by Summer School Students, 1917

Dormitory Accommodations

For the accommodation of the ladies in attendance upon the Summer School the University will open the *Carr,* the *Smith,* the *Vance-Battle-Pettigrew,* the *Old East,* the *Old West,* the *South,* the *New East,* the *New West Buildings,* and the *Sigma Chi Hall.*

During the Summer School each of these dormitories will be in charge of a capable chaperone who will see that the University's regulations regarding the health, comfort, and safety of the students are carried out, and who will be always ready to give the young ladies such advice and assistance as they may need.

The *Carr Building* contains 42 rooms and will accommodate 80 students.

The *Smith Building* contains 40 rooms and will accommodate 76 students.

The *Battle, Pettigrew,* and *Vance Sections* of the new dormitories contain 72 rooms en suite and will accommodate 108 students, 3 students to the suite.

The *Old East Building* contains 28 rooms and will accommodate 56 students.

The *Old West Building* contains 28 rooms and will accommodate 56 students.

The *South Building* contains 30 rooms and will accommodate 60 students.

The *New East Building* will accommodate 16 students.

The *New West Building* will accommodate 20 students.

Sigma Chi Hall will accommodate 14 students.

University Inn will be open for the accommodation of male students in attendance upon the Summer School.

Room rent in any of these dormitories is $6 per student (two or three to the room) for the term of six weeks, payable in advance. No reduction from this price will be made for students entering late or for those leaving before the close of the term. In making reservations preference will be given to those students who expect to attend the Summer School for the full term.

Rooms in the University dormitories will not be ready for occupancy by the Summer School students until Tuesday noon, June 11.

Reservations Must be Made in Advance

Students desiring rooms in the University buildings must have their reservations made in advance, or the management cannot guarantee to them accommodations. Each application for a reservation should be accompanied by a check for $6 to cover room rent for the term. *Make all checks payable to the University of North Carolina.* Application should be made to the Director of the Summer School prior to June 3d, in order that applicants may be notified before leaving home whether or not their reservations have been made as requested. The University can provide dormitory accommodations for barely more than half of the Summer School students; others have to find accommodations in the village hotels and boarding houses. The management, of course, stands ready to render any assistance it can in the way of helping students of the Summer School to find convenient and comfortable accommodations.

What the Student Must Furnish

Students occupying rooms in the University dormitories must furnish their own bed linen, pillows, towels, etc. Each student who secures a room in one of these dormitories will be expected to bring with her for her own use the following articles:

1 pillow.
2 pairs of pillow-cases.
2 pairs of sheets (for single bed).
2 counterpanes.
6 towels.

Expenses

Few teachers realize that the expense of attending the Summer School is so small. The actual expenses of those who room in the College dormitories and board at *Swain Hall* (University Commons) or *University Inn,* not counting, of course, the cost of transportation, books, and materials, are for the *six weeks* as follows:

Table board (six weeks)	$24.00
Room rent (six weeks)	6.00
Registration fees	8.00
Total (for teachers)	$38.00
Add tuition fee (for others)	5.00
	$43.00

Waiters in Dining Hall

Opportunity will be offered at *Swain Hall* for sixty young ladies to secure their table board by waiting on the tables. By taking advantage of this opportunity a young lady may reduce her expenses by $24.00. Those wishing to secure these places should send in their applications to the Director promptly. These places will be assigned about May 15th, but applications may be filed at any time.

Books and Materials

Students of the Summer School will be expected to provide themselves with all books and materials required for their individual use in the courses pursued. The texts to be used in the several courses are announced elsewhere in this bulletin in connection with the description of the several courses offered. Students may procure their books before coming to the Summer School, or they may get them here at the Y. M. C. A. Book Exchange, or at the Chapel Hill bookstores at the usual market prices. Materials for the courses in Drawing will be furnished by the University, and may be purchased at the Y. M. C. A. Book Exchange as needed.

Those expecting to pursue courses in Primary School Methods or Grammar School Methods or to take advantage of the observation and practice work in the Practice School, in which books adopted for State use will be used, may save considerable expense by bringing with them such of these books as they have at home.

Class-Rooms

The rooms and buildings in which the various classes will meet will be announced on the daily program, a copy of which will be furnished each student on registering.

Chapel Exercises

Chapel exercises will be conducted in Memorial Hall each morning at 10:30 o'clock. At this time there will be a short prayer and song service. The chapel music will be under the direction of Professor Gustav Hagedorn. All general announcements will

be made at Chapel, and frequently there will be short addresses on topics of current and general interest.

Schedule

In the Summer School schedule the day is divided into periods as follows:

Morning Hours

First Period	8:00 to 8:50
Second Period	8:50 to 9:40
Third Period	9:40 to 10:30
Chapel Period	10:30 to 11:00
Fourth Period	11:00 to 11:50
Fifth Period	11:50 to 12:40
Sixth Period	12:40 to 1:30

Afternoon Hours

First Period	3:20 to 4:10
Second Period	4:10 to 5:00
Third Period	5:00 to 6:00

Classes scheduled to meet five times a week hold their meetings from Monday to Friday and do not meet on Saturdays after the opening week. (This rule does not apply to Institute classes.)

A few of the classes scheduled for three hours a week meet on Saturday throughout the term.

A daily schedule of recitations showing the hours and places of meeting for the various classes will be given to each student at the time of registration.

Young Women's Christian Association

The Y. W. C. A. work of the Summer School is under the direction of the Student Department of the South Atlantic Field Committee of the Y. W. C. A. with headquarters at Richmond, Va.

The Y. W. C. A. wishes every young woman who attends the Summer School to feel that the Association is here for *her*.

The purpose of the Association is very simple and definite in its plan:

1. To make the social life of the Summer School as democratic, happy, and interesting as possible.

2. To be of individual help to each student—
   (*a*) In helping her to find a congenial boarding place.
   (*b*) Giving information about buildings, people to be interviewed, and questions of personal interest.
   (*c*) Through its headquarters on the campus to be constantly in readiness to be of service to all.
3. To offer opportunities for voluntary study of—
   (*a*) The Bible,
   (*b*) Mission Study,
   (*c*) Sunday School Pedagogy,
   (*d*) Social Service in small towns and rural communities.
4. To have charge of the weekly religious services for the women students of the Summer School.

A local Committee was elected at the 1917 session to study and to plan for the coming session, and is in readiness to lead the work.

Field Representative—Willie R. Young, Student Secretary of the South Atlantic Field.

Local General Secretary—(to be appointed).

The Association wishes to coöperate with the faculty and matrons of the Summer School, churches, and existing local organizations, in making the session of 1918 the most efficient, inspiring, and helpful session which the University has ever known.

Part II—DEPARTMENTS OF INSTRUCTION

The letter s, meaning summer, is prefixed to the numbers of courses to distinguish them from the numbers employed in the annual catalogue to designate the courses of the regular college year.

Courses numbered from s 1 to s 10 inclusive count only for entrance or for normal credit, such credit being indicated by the letters E and N respectively.

Courses counting for college or university credit begin their numbering in each department with s 11. The letter C indicates that a course is of college grade and may be counted towards the bachelor's degree; the abbreviation Grad. indicates that a course so marked is of graduate grade and may be counted as a major towards the master's degree.

In most courses, it will be observed, the hours have not been scheduled. A daily schedule of recitations showing the hours and places of meeting will be given to each student on registering. Ask for this before you register.

Any changes in courses as announced will be published in *The Summer School News* prior to the opening of the Summer School. Ask for a copy of this before you register.

Courses offered in the Department of Education are not listed in this section. They are given in Part III of this bulletin.

AGRICULTURE

s 1. ELEMENTARY AGRICULTURE. Credit, 1 hour. N.
Mr. ..... *Five hours a week.*

A course for teachers of intermediate and grammar grades. This course will include the elementary facts in Agriculture, with suggestions for presenting the subject in an attractive manner to the child.

s 2. SECONDARY AGRICULTURE. Credit, 1 hour. N.
Mr. ..... *Five hours a week.*

(For those teaching the high school grades.) The subject-matter, texts, and equipment that are appropriate for the high school work will be considered, with suggestions regarding the practical work that may be employed.

s 3. HOME VEGETABLE GARDENING. Credit, ½ hour. N.
Mr... ..... *Three hours a week.*

A consideration and study of vegetable gardening with reference to the growing of vegetables for home consumption in North

Carolina. The course includes selection of garden site, garden plants, sowing, transplanting, cultivating, fertilizing, management of frames, selection of varieties with reference to quality, and other important phases of gardening that are necessary in order to obtain an all-the-year garden.

s 4. The HOME ORCHARD. Credit, ½ hour. N.
MR. ..... *Three hours a week.*

A course in general orchard management that is applicable to existing conditions in this State. The lectures will include a discussion of orchard sites, selection of trees, soils, fertilizers, planting, pruning, spraying, varieties, and will include all small fruits as well as the tree fruits.

CHEMISTRY

s 1. HOUSEHOLD CHEMISTRY. Credit, ½ hours. N.
MR. BELL AND MR. WHEELER. *Three hours a week.*
Mon., Wed., Fri.: 11:00

An introductory course for students of home economics. Chemical problems which meet every housekeeper will be discussed. A treatment of some of the fundamental principles of chemistry will be followed by their practical application to fuels, water, foods, and textiles. Experimental lectures.

Reference Book: *Elementary Household Chemistry* by J. F. SNELL.

s 11. GENERAL DESCRIPTIVE CHEMISTRY. Credit, 1½ hours. C.
MR. BELL. *Ten hours a week.*

A study of the non-metallic elements and their compounds. This course is the equivalent of Chemistry 1 of the 1917-1918 catalogue. Daily lectures. Laboratory work on alternate days, 2 hours. Weekly quiz.

Laboratory fee, $2.50.

s 12. GENERAL DESCRIPTIVE CHEMISTRY. Credit, 1½ hours. C.
MR. WHEELER. *Ten hours a week.*

A study of the metallic elements and their compounds and an introduction to the study of Radioactivity. This course is the equivalent of Chemistry 2 of the 1917-1918 catalogue. Daily lectures. Laboratory work on alternate days, 2 hours. Weekly quiz.

Laboratory fee, $2.50.

s 13. QUALITATIVE ANALYSIS. Credit, 1½ hours. C.
MR. WHEELER. *Ten hours a week.*

Practice is given in the qualitative analysis of known and unknown mixtures. This course is the equivalent of Chemistry 33 of the 1917-1918 catalogue. Daily laboratory work with lectures. Credit for pre-medical, B.S. III and B.S. IV courses.
Laboratory fee $7.50.

s 14. QUANTITATIVE ANALYSIS. Credit, 1 hour. C.
MR. BELL. *Ten hours a week.*

A brief course in gravimetric methods followed by a more extended course in volumetric methods. This course is the equivalent of Chemistry 44 of the 1917-1918 catalogue. Daily laboratory work with lectures. Credit for pre-medical, B.S. II and B.S. IV courses.
Laboratory fee, $5.00.

NOTE.—A student can take courses s 13 and s 14 during the same session.

s 15. ORGANIC CHEMISTRY.
Not offered in 1918.

COMMERCIAL DEPARTMENT

s 1. STENOGRAPHERS' COURSE. Credit, 2 hours. N.
MRS. LEDNUM. *Ten to thirteen hours a week.*

This course is especially designed to equip students for work as commercial teachers. It will also meet the needs of students desiring to prepare for general office or Civil Service work. Such students should consult the instructor before registering for the course. Text-books and material for the course will be furnished by the instructor, at a cost of $3.50.

SHORTHAND. The purpose of the course is to equip the student with a teaching knowledge of the principles of shorthand. The Pitman System will be used.

TOUCH TYPEWRITING. Two forty-five minute periods daily are required for this course. It may be taken independently or combined with shorthand and business English.

BUSINESS ENGLISH. Three times a week, Monday Wednesday, and Friday. The course aims to acquaint the student with the different phases of style of business English. It may be taken independently if desired.

In addition to the regular registration fee announced on another page, an additional fee of $5 will be charged for this course.

This course will not be given unless applied for by as many as twenty students.

Those who desire to prepare themselves for general office work or Civil Service will be given an opportunity to pursue the course to this end. Such a course will require a longer period of time. Those having this in view should ask for definite information at the time they register.

DRAWING

s 1. PRIMARY DIVISION. Credit, 1 hour. N.
MR. BLAIR AND MISS ROSENTHAL. *Five hours a week.*

For teachers of first, second, and third grades.

s 2. GRAMMAR DIVISION. Credit, 1 hour. N.
MR. BLAIR AND MISS ROSENTHAL. *Five hours a week.*

For teachers of fourth, fifth, sixth, and seventh grades.

s 3. ADVANCED DIVISION. Credit, 1 hour. N.
MR. BLAIR. *Five hours a week.*

For former students who have attained the required degree of proficiency and for supervisors of drawing.

The courses in Drawing are planned with a view to giving teachers instruction that will give the knowledge necessary to the teaching of school arts in rural and city schools. Plans by which the acquired knowledge can be adapted to the needs of different grades, and methods of presenting lessons in each grade will be carefully discussed and taught. The State-adopted course in drawing will be the basis of instruction, though the work will not be confined wholly to this.

EDUCATION

See courses listed under DEPARTMENT OF EDUCATION.

ENGLISH

s 1. GRAMMAR AND COMPOSITION. Credit, 1 hour. N.
MR. MCKIE. *Five hours a week.*

A study of the principles of grammar and composition. Text-book assignments, themes, lectures. Method of diagramming suggested by Woolley's *Written English.* Text-book: Robbins and Row's *Grammar and Composition.*
Attention is called to course s 2.

s 2. GRAMMAR AND COMPOSITION: ADVANCED COURSE.
MR. STEADMAN. Credit, 1 hour. N.
Five hours a week.

This course is similar to English s 1, but is designed for those who have had teaching experience. Some attention is given to methods of teaching.

s 3. ORAL ENGLISH IN THE HIGH SCHOOL. Credit, 1 hour. N.
MR. MCKIE. *Five hours a week.*

A course in the interpretation of literature, argumentation, and debating, and other forms of public speaking. About two weeks will be given to each of these three divisions of the subject. Text-book, lectures, and practice.

s 5. PRINCIPLES OF JOURNALISM. Credit, 1 hour. N.
MR. THORNTON. *Five hours a week.*

It will be the object of this course to study journalism, mainly from the high school point of view. School publication work will be considered. Practice in news writing and editing will be given. The *Summer School News* will give opportunity for practical work. Some attention will also be given to the use of current literature in the schools.

s 11. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.
MR. GREENLAW. Credit, 1 hour. C.
Five hours a week.

A thorough study of some of the pieces of literature required for college entrance from the point of view of the teacher. The aim of the course is to widen the teacher's knowledge of each of the works studied and to furnish suggestions as to the most effective way of presenting them to high school students. The problems of composition teaching in the high school will receive some attention.

s 12. SHAKESPEARE. Credit, 1 hour. C. or Grad.
MR. HANFORD. *Five hours a week.*

A general consideration in lectures and discussions of Shakespeare's complete works, with a minute study in class of two or three of the greater dramas. Ten or twelve plays will be assigned for reading. A thesis will be required in this course if it is counted toward a Master's degree.

s 15. ENGLISH COMPOSITION. Credit, 1 hour. C.
MR. MCKIE. *Five hours a week:* 11:35.

A course in writing, with criticism and conferences, open to students prepared to take college English. The course may not be

counted for graduate credit or as any part of English 1-2. It may count for elective credit.

s 16. ENGLISH LITERATURE IN THE NINETEENTH CENTURY.
MR. THORNTON. Credit, 1 hour. C.
Five hours a week.

This course covers part of the material studied in English 4 (Sophomore required course), and is conducted according to the same method.

s 20. CHAUCER. Credit, 1 hour. C. or Grad.
MR. STEADMAN. *Five hours a week.*

Reading of selected *Canterbury Tales* and some of the minor poems. The emphasis in this course will be thrown upon Chaucer's narrative skill, and upon the social and intellectual conditions of Chaucer's age. No knowledge of Old or Middle English is required for admission to the course. (Open to graduates and to senior students.)
This course alternates with course s 22.

s 24. NATIONAL IDEALS IN BRITISH AND AMERICAN LITERATURE.
MR. GREENLAW AND MR. STEADMAN. Credit, 1 hour. C. or Grad.
Each section five hours a week.

SECTION I—English Literature. Mr. Greenlaw.
SECTION II—American Literature. Mr. Steadman.

This course covers part of the material studied in English 4 History who desire to fit their work to present needs. A syllabus is provided. The two sections may be taken together or independently.

s 25. CONTEMPORARY LITERATURE. Credit, 1 hour. C.
MR. HANFORD. *Five hours a week.*

A study of the most significant recent essays, personal narratives, novels, and poems which interpret the life and thought of the present, as it is affected by the great war. A syllabus will be provided as the basis for study.

FRENCH

s 1. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. LEAVITT. *Five hours a week:* 8:50.

This course is intended for those who have not previously studied French. It begins from the beginning, with a study of the essentials of French grammar, and the writing of simple English into

French. The course will be conducted in French as far as possible, and special stress will be put upon acquisition of a good pronunciation.

This course corresponds as nearly as possible to the Fall term of French A, as announced in the University catalogue, and when successfully pursued, it will be accepted as part of the college entrance requirement in French.

Text-books: Fraser & Squair, *Shorter French Course* (D. C. Heath & Co.); Aldrich & Foster, *A French Reader* (Ginn & Co.).

s 2. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. ..... *Five hours a week:* 8:00.

Continuation of course s 1. The principles of French grammar are studied, and the writing of English into French is continued also. The reading of modern French prose.

This course corresponds as nearly as possible to the Spring term of French A, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirement in French.

Text-books: Fraser & Squair, *Shorter French Course* (D. C. Heath & Co.); Labiche's *Le Voyage de M. Perrichon* (Henry Holt & Co.); Mérimée's *Colomba* (Henry Holt & Co.).

NOTE.—This course will not be given in 1918 unless applied for in advance by as many as six students.

s 3. MILITARY FRENCH. Credit, 1 hour. N.
MR. DEY. *Five hours a week.*

This course is intended for those who have no knowledge of French and who may be called into military service. It will be conducted, as far as practicable, in French, and will seek to help the student understand what may be said to him in French and make himself understood in French. Text-book: Whittem & Long, *French for Soldiers* (Harvard University Press).

s 11. ADVANCED COURSE. Credit, 1 hour. C.
MR. LEAVITT. *Five hours a week:* 9:40.

This course presupposes one year's successful study of College French. It will include a review of the principles of French grammar, with practical composition, and the reading of modern French literature. Pronunciation, also, will receive especial attention.

This course corresponds as nearly as possible to the fall term of French 1-2, as announced in the University catalogue, and

when successfully pursued it will be accepted as part credit for the Fall term of French 1-2.

Text-books: Fraser & Squair, etc. (see above); Daudet's *Neuf Contes Choisis* (Henry Holt & Co.); and other selected texts.

s 12. ADVANCED COURSE. Credit, 1 hour. C.
MR. ..... *Five hours a week.*

Continuation of Course s 11. The study of the principles of French grammar, with composition, will be continued, and also the reading of modern French literature.

This course corresponds as nearly as possible to the Spring term of French 1-2, as announced in the University catalogue, and when successfully pursued it will be accepted as part credit for the Spring term of French 1-2.

Text-books: Fraser & Squair, etc. (see above); Augier's *Le Gendre de M. Poirier* (American Book Company); About's *Le Roi des Montagnes* (Henry Holt & Co.); and other selected texts.

NOTE.—This course will not be given in 1918 unless applied for in advance by as many as six students.

s 13. THE TEACHING OF FRENCH IN THE HIGH SCHOOL.
MR. DEY. Credit, 1 hour. C.
Five hours a week.

This course will consist of a study of the French vowel and consonant sounds, by means of the phonetic method, and selections of French prose will be written in phonetic transcription. An attempt will be made, also, by frequent dictation, to train the ear to recognize French sounds. There will be some reading of modern prose, with summaries written in French. Text-books: Matzke's *Primer of French Pronunciation* (Henry Holt & Co.); Buffum, *Contes Français* (Henry Holt & Co.).

GENERAL SCIENCE

See under PHYSICS, p. 62.

GEOLOGY AND GEOGRAPHY

s 11. ELEMENTARY GEOLOGY. Credit, 1½ hours. C.
MR. COBB. *Lectures five hours a week.*

Materials of the earth and the agencies affecting them; processes and their results as a key to the interpretation of the earth's his-

tory, with special reference to that of North Carolina. The origin, classification, conservation, and uses of the economic minerals, rocks, soils, etc., of the State and their importance to man. Field and laboratory work. Text-book: *The Elements of Geology*, Blackwelder and Barrows.
Laboratory fee, $1.00.

s 12. ELEMENTARY MINERALOGY. Credit, 1½ hours. C.
MR. BYNUM. *Ten hours a week.*

Occurrence, conservation, and uses of the common economic minerals and rocks; their properties and identification. Field and laboratory work. The equivalent of Geology 3.
Laboratory fee, $5.00.

s 14. COMMERCIAL AND INDUSTRIAL GEOGRAPHY.
MR. COBB. Credit, 1½ hours. C.
Lectures five hours a week.

This course covers the spring term of Advanced Physiography (Geology 22) as announced in the University catalogue. Illustrated lectures, laboratory work, and excursion trips.
Laboratory fee $2.00.

s 16. ADVANCED GEOLOGICAL FIELD WORK.
MR. COBB. Credit, 1½ hours. C.
Six afternoons a week.

This course consists of the making of a detailed base map of a small area and the working out of the geology of the region.

NOTE.—LECTURES ON GENERAL LATIN AMERICA.
A series of five illustrated lectures by Mr. Cobb is offered to the geography classes on *The Geography of Latin America.*

GERMAN

s 1. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. TOY. *Five hours a week.*

This course is intended for those who have no previous acquaintance with the language and for those who are interested in the new methods of teaching beginners. There will be oral practice and the inflections and the common laws of syntax will be learned practically. The class will make written summaries in German and translate simple German prose. Daily exercises in dictation.

This course corresponds in part to the Fall term of German A. as scheduled in the University catalogue. When successfully completed it will be accepted as part of the college entrance requirement in German.

Text-book: Vos' *Essentials of German*, fourth edition (New York, Henry Holt & Co.). Guerber's *Märchen und Erzählungen, I* (Boston, D. C. Heath & Co.).

s 2. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. BROWN. *Five hours a week.*

Practical exercises in grammar and translation of German prose, with dictation. Oral methods will be used, as far as possible, in continuation of the Course s 1. Text-books: Vos' *Essentials of German*, fourth edition (New York, Henry Holt & Co.); Guerber's *Märchen und Erzählungen, I* (Boston, D. C. Heath & Co.). This course corresponds in part to the Spring term of German A as scheduled in the University catalogue. When successfully completed it will be accepted as part of the college entrance requirement in German.

NOTE.—This course will not be given unless applied for in advance by as many as six students.

s 11. ADVANCED COURSE. Credit, 1 hour. C.
MR. BROWN. *Five hours a week.*

This course presupposes at least one year's successful study of German. There will be a review of important points of grammar, but attention will be directed chiefly to wide reading. Colloquial exercises, composition, and dictation will be a distinct feature of the course. Text-books: Vos' *Essentials of German*, fourth edition (New York, Henry Holt & Co.); *Willkommen in Deutschland:* Moscher (Boston, D. C. Heath & Co.); Chiles' *German Prose Composition* (Boston, Ginn & Co.). This course corresponds in part to the Fall term of German 1-2 as scheduled in the University catalogue. When successfully completed it will be accepted for credit as part of the Fall term of German 1-2.

NOTE.—This course will not be given unless applied for in advance by as many as six students.

s 12. ADVANCED COURSE. Credit, 1 hour. C.
MR. BROWN. *Five hours a week.*

Continuation of the course s 11. There will be a review of important points of grammer not included in the previous course s 11, composition, dictation, and wide reading of German prose.

This course corresponds in part to the Spring term of German 1-2 as scheduled in the general catalogue. When successfully completed it will be accepted for credit as part of the Spring term of German 1-2.

Text-book: Vos' *Essentials of German*, fourth edition (New York, Henry Holt & Co.); *Zwei Märchen:* Kurz, and *Lachendes Land:* Wildenbruch (Oxford University, Press).

s 13. GERMAN LITERATURE. Credit, 1 hour. C. or Grad.
MR. TOY. *Five hours a week.*

This course is an introduction to German Romanticism. A brief outline of the development of German literature is given in lectures. The class will read and interpret specimens of the romantic writings. Practical exercises in composition and dictation. Lectures: Chiles' *German Prose Composition* (Boston, Ginn & Co.).

s 14. GERMAN LITERATURE. Credit, 1 hour. C. or Grad.
MR. TOY. *Five hours a week.*

Continuation of Course s 13. Reading and interpretation of the German Romanticists. Lectures.

Courses s 13 and s 14 correspond in part to the Fall and Spring terms of 23-24 German as scheduled in the general catalogue. When satisfactorily completed, they will be accepted for credit.

NOTE.—For students who desire to receive college credit for a full term in the German courses outlined above, the instructors will, upon application, prescribe work in addition to that usually accomplished in the Summer term. This additional work will be done under the immediate supervision of the instructors, and will be tested by a separate examination.

s 15. THE TEACHING OF GERMAN IN THE HIGH SCHOOL.
MR. TOY. Credit, 1 hour. C.
Five times a week.

This course is offered to supplement the training of teachers of Elementary German. There will be given a thorough exposition of the laws of pronunciation and practical illustrations of the methods of treating elementary grammar, along with oral exercies and translation of texts adapted to high school work. The direct and other methods will be discussed in daily conferences. The course is not open to beginners.

HISTORY

s 1. THE HISTORY OF ENGLAND. Credit, 1 hour. E. or N.
Not offered in 1918. (See s 24 below.) *Five hours a week.*

s 2. THE HISTORY OF THE UNITED STATES.
MR. HAMILTON. Credit, 1 hour. E. or N.
Five hours a week.

A course for teachers of history in the elementary schools. A rapid review of the development of the American Republic, with lectures and discussions of methods of teaching. Text-book: *Our Republic.*

s 16. MODERN EUROPE. Credit, 1 hour. C. or Grad.
MR. WAGSTAFF. *Five hours a week.*

A general course covering the history of Europe from the Congress of Vienna (1815) to the present time. Text-book: Hazen's *Europe Since 1815.*

s 17. CONTEMPORARY UNITED STATES HISTORY.
MR. BOYD. Credit, 1 hour. C.
Five hours a week.

A survey of development since 1876, with special reference to the rise of industrialism and the problems, sectional changes, political parties, political and constitutional reforms, and foreign relations within this period. Lectures, assigned readings, and reports.

s 20. THE MIDDLE PERIOD. Credit, 1 hour. C.
MR. WAGSTAFF. *Five hours a week.*

This course begins with the year 1815, treating the new forces that shaped our national life on a purely American basis after our Government had succeeded for the first time in extricating the Republic from complication in European affairs. It traces these forces to the central event in our nineteenth century history, the Great Civil War. Text-book, lectures, and readings. Text-book: Burgess, *The Middle Period.*

s 22. SOUTHERN HISTORY, 1783-1860. Credit, 1 hour. C. or Grad.
MR. BOYD. *Five hours a week.*

The rôle of the South in American political and social development is traced with special reference to local conditions, State and regional. Among the topics emphasized are the ratification of the Constitution, political ideals and political parties,

southwestern expansion, cotton culture and slavery, local sectionalism, transportation, education, the churches, and the movement for secession. Lectures, readings, and reports.

s 23. NORTH CAROLINA HISTORY. Credit, 1 hour. C.
MR. BOYD. *Five hours a week.*

The purpose of this course is to afford an introduction to political and social development to 1860, a knowledge of the literature and sources relating to its growth, and some practice in investigation. Lectures, assigned readings, and reports.

s 24. GREAT BRITAIN SINCE 1832. Credit, 1 hour. C.
MR. HAMILTON. *Five hours a week.*

A study of the development of democratic institutions in the British Empire since the Reform Bill of 1832. Lectures, readings, and reports.

s 25. FRANCE UNDER THE THIRD REPUBLIC. Credit, 1 hour. C.
MR. HAMILTON. *Five hours a week.*

A course dealing with the history of France since the fall of the Second Empire. Lectures, readings, and reports.

HOME ECONOMICS

s 1. COOKING AND SEWING. Credit, 1 hour. N.
MISS CALDWELL AND MISS GOFORTH. *Ten hours a week.*

This course is planned primarily for rural teachers.

(*a*) COOKING. *Five hours a week.*

The work in cooking includes a study of the general food principles and their place in the diet, the relation of the food principles to the digestion, the correlation of cooking with other studies in the rural school curriculum, working out the noonday lunch as a practical time for giving lessons in the rural school.

(*b*) SEWING. *Five hours a week.*

The work in sewing includes the study of the simple stitches and the elementary principles of sewing carried out in the projects worked out for grades five to ten, inclusive; the study of textile fibers, suitable fabrics for different articles of clothing, and the alteration of patterns; study of the social problems in the manufacture of clothing, and the working out of household and wardrobe budgets.

s 3. HOUSEKEEPERS' COURSE.
MISS CALDWELL AND MISS GOFORTH *Three double periods a week.*

This course is planned for housekeepers, and the work is presented from the point of view of the housekeeper rather than from the point of view of the teacher. The work will include three double periods a week in cooking and three double periods a week in sewing. The course will be so arranged that housekeepers of the town may take either cooking or sewing, or both, as they may see fit.

LATIN

s 1. ELEMENTARY COURSE. Credit, 1 hour. N.
MR. HENRY. *Five hours a week.*

Pronunciation, inflection, syntax of nouns and verbs; special study of the subjunctive, indirect discourse, relative and conditional sentences. Text-book: Bennett's *Latin Grammar.*

s 4. VERGIL. Credit, 1 hour. E. or N.
MR. HENRY. *Five hours a week.*

A course designed primarily for candidates for admission to college; three or more books of the Æneid; translation, syntax, meter. Text-book: Any standard text of the Æneid.

s 11. THE TEACHING OF LATIN IN THE HIGH SCHOOL.
MR. HOWE. Credit, 1 hour. C.
Five hours a week.

A course for teachers, based on the authors usually taught in the high school. The topics to be discussed will include: assignment of lessons, grammar, translation, vocabulary, use of outside material in the interpretation of the text, methods of recitation, etc.; lectures; assigned readings; reports and discussions. Text-books: Any standard editions of Cæsar, Cicero, and Vergil.

s 13. PLINY. Credit, 1 hour. C. or Grad.
MR. HENRY. *Five hours a week.*

Reading of selected letters; a study of the epistle as a literary form. Outside readings will be assigned on the literature of the first century, with special emphasis on the work of Pliny's contemporaries. Text-book: Westcott's *Selections from Pliny's Letters.*

s 15. SEMINAR COURSE. Credit, 1 hour. C. or Grad.
MR. HOWE. *Five hours a week.*

The subject to be studied will be selected at the first meeting of the class. The selection is postponed until that time in order to

meet the exact needs of the students who apply for it. Suggested topics are: Cicero's works apart from the orations; Epistolary literature; Satire; Elegy, etc. Lectures and readings.

LIBRARY SCIENCE

s 12. THE USE OF BOOKS. Credit, 1 hour. C. or Grad.
MR. WILSON. *Five hours a week.*

A general course for college students, teachers, and librarians on the use of dictionary catalogues, indexes, dictionaries, encyclopedias, atlases, gazetteers, almanacs, year-books, Government documents and document indexes, publishers' catalogues, debate handbooks, periodical indexes, and other general reference books. Special instruction will be given in finding material for orations, themes, essays, and debates, and in assisting others in finding similar material. Practice at the reference desk of the University Library and the preparation of an extensive bibliography on some subject to be assigned will be required. Lectures, assigned readings, text-books.

MATHEMATICS

s 1. ARITHMETIC. Credit, 1 hour. N.
MR. SHEEP. *Five hours a week.*

Lectures and assigned work, including the fundamental operations, fractions, percentage, interest, ratio and proportion, mensuration, etc. Text-book: Milne's *Progressive Arithmetic, Book III.*

NOTE.—See, also, Education s 4 III: *The Teaching of Arithmetic.*

s 2. HIGH SCHOOL ALGEBRA. Credit, 1 hour. E. or N.
MR. SHEEP. *Five hours a week.*

Lectures and assigned work, including factoring, simultaneous equations, exponents, involution and evolution, quadratic equations, the binomial theorem, etc. Text-book: Milne's *Standard Algebra.*

s 3. PLANE GEOMETRY. Credit, 1 hour. E. or N.
MR. STACY. *Five hours a week.*

Lectures and recitations. Text-books: Wells' *Essentials of Plane and Solid Geometry.*

s 4. SOLID GEOMETRY. Credit, 1 hour. E. or N.
MR. RANKIN. *Five hours a week.*

Lectures and recitations. Special attention given to the solution of original exercises. Text-book: Wells' *Essentials of Plane and Solid Geometry.*

s 13 and s 14. PLANE AND SPHERICAL TRIGONOMETRY AND LOGARITHMS. Credit, 2 hours. C.
Each five hours a week.

Rothrock's *Plane and Spherical Trigonometry.* These two courses and solid geometry constitute the equivalent of the Spring term of Mathematics 2 as outlined in the general catalogue. No University credit will be given until both courses are completed.

NOTE.—Course s 14 will not be offered in 1918.

s 15. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL.
MR. STACY. Credit, 1 hour. C.
Five hours a week.

This course is primarily for those who teach Mathematics in the high schools. It will be assumed that all who enroll for credit have completed a thorough course in high school algebra and plane geometry. These subjects will be reviewed with special emphasis on what are the fundamentals of each and how to present them to a class. An attempt will be made properly to relate arithmetic, algebra, and geometry.

s 16. ANALYTIC GEOMETRY. Credit, 1 hour. C.
MR. RANKIN. *Five hours a week.*

This course is offered primarily for teachers of high school mathematics. Since this course is more elementary than Mathematics 3, it cannot be substituted for that course. The aim of the work is to coördinate algebra and geometry. Intelligent teaching of graphical algebra requires a knowledge of the work outlined in this course.

Outline of the course: System of coördinates; the equation of a locus, the locus of an equation; the straight line; the transformation of coördinates; the circle; the parabola; the ellipse; the hyperbola.

Prerequisites: a knowledge of high school algebra, and some acquaintance with trigonometry.

MUSIC

s 1. PUBLIC SCHOOL MUSIC. Credit, 1 hour. N.
MR. HAGEDORN. *Five hours a week.*

Sight-singing, rhythm, sense-training, observation, school music, and mechanics. This course is intended primarily for the grade teacher in the public schools, and will be extended in any direction to suit the needs of the class.

s 2. PUBLIC SCHOOL MUSIC. Credit, 1 hour. N.
MR. HAGEDORN. *Five hours a week.*

Sight-singing, chromatics, dictation, rhythm, two- and three-part singing, suggestions for chorus conducting, the selection of material, etc.

s 3. PUBLIC SCHOOL MUSIC. Credit, 1 hour. N.
MR. HAGEDORN. *Three hours a week.*

A course intended for those wishing to qualify themselves as supervisors. It is open only to those who have completed Courses 1 and 2 or their equivalent. This course will deal with especial tasks of the supervisor, his relation to the grade teacher, the mechanics of the music lesson, the formation of the choruses, chorus conducting, public performances, and other problems.

s 4. NORMAL COURSE IN PIANO TEACHING. Credit, 1 hour. N.
MRS. FERRELL. *Five hours a week.*

The Normal Course in Piano Teaching will consist of a series of daily lectures dealing with the following subjects: *class work* and its importance, *organization of classes;* the presentation of the *staff* to beginners, *notation, rhythm, ear-training, hand-training.* The use of stories in teaching musical history and biography. *Key-board harmony,* teaching of scales, major and minor, diminished and augmented triads, dominant seventh and diminished seventh chords, writing melodies, transpositions. Selection of material for the early grades. Technique plays an important part in the training of beginners, and this subject receives especial attention. Muscle exercises, table drills, and early piano technic will be demonstrated during this course of lectures.

The Choral Concert

The Summer School Chorus is one of the features of the Summer School. The chorus gives an annual concert under the direction of Mr. Hagedorn. Those wishing to become members of this chorus should apply to Mr. Hagedorn at the opening of the Summer School. The chorus will sing Gaul's cantata *Joan of Arc* on Wednesday, July 10th. The chorus will be assisted by a quartet of soloists.

s 5. PIANO LESSONS.
MRS. FERRELL.

Piano lessons of an hour (two in a class) or private lessons of a half-hour will be given for $10 for the term of six weeks, or twelve lessons. This work deals especially with technical

problems and a practical review of the teaching material used. These lessons are designed especially for the teachers taking the Normal Course in Piano, s 4. Those desiring to take this course will see Mrs. Ferrell in person before registering for it at the office.

PHYSICS

s 1. ELEMENTARY COURSE. Credit, 1½ hours. E. or N.
MR. SHARP. *Ten hours a week.*

Five recitations and five laboratory periods per week. This course is designed for beginners, and for teachers who wish a review of the subject with some hints on teaching and on building apparatus. If the number in the class warrants it, two sections will be made. Tower, Smith and Turton's text will be used.

NOTE.—A fee of $1.00 will be charged in this course if laboratory work is taken.

s 11. ADVANCED COURSE. Credit, 1½ hours. C.
MR. PATTERSON and MR. SHARP. *Ten hours a week.*

Mechanics of solids, liquids and gases; heat. Five lectures and five laboratory periods a week. This course is the equivalent of the Fall term of Physics 1-2 as scheduled in the general catalogue. Text-book: Carhart's *College Physics.*

s 12. ADVANCED COURSE. Credit, 1½ hours. C.
MR. PATTERSON and MR. SHARP. *Ten hours a week.*

Sound; light; electricity and magnetism. A continuation of Course s 11. Five lectures and five laboratory periods a week. This course is the equivalent of the Spring term of Physics 1-2 as scheduled in the general catalogue.

NOTE.—A fee of $1.50 will be charged in each course if laboratory work is taken.

s 13. ELECTRICITY AND MAGNETISM. Credit, 1½ hours. C.
MR. PATTERSON. *Ten hours a week.*

An advanced course in electricity and magnetism for students who have completed courses s 11 and s 12 or their equivalent. Lectures, problems, and laboratory work. Laboratory fee, $2.00.

s 14. THE TEACHING OF GENERAL SCIENCE IN THE HIGH SCHOOL. Credit, 1 hour. C.
MR. PATTERSON. *Five hours a week.*

A study of the aims, subject-matter and methods of presentation of a first-year course in science suited to the needs of North Carolina high schools. The work will be based on Caldwell and Eikenberry's *General Science* as a text. Students taking this course will be expected to do a considerable amount of collateral reading and submit reports on assigned projects. Inspection trips will be made as time permits.

RURAL ECONOMICS AND SOCIOLOGY

s 11. RURAL ECONOMICS. Credit, 1 hour. C. or Grad.
MR. BRANSON. *Five hours a week.*

A series of studies in Wealth and Welfare in North Carolina. I. The Sources of Our Primary Wealth, (1) Agriculture, (2) Manufacture, (3) Forests and Woodlots, (4) Mines and Quarries, and Fisheries. II. Our Accumulated Wealth and its Forms, (1) Actual Wealth and Taxables, total and per capita, (2) Wealth in Farm Properties, (3) Industrial Capital, (4) Banking Capital, (5) Bank Account Savings. III. Factors involved in the Retention of Farm Wealth, (1) Well-Balanced Farm System, (2) Market Problems, (3) Credit Facilities. IV. The Civic Uses of Wealth, (1) Our State Revenues and the Cost of State Government, (2) State Department Earnings and Expenditures, (3) The General Property Tax, (4) Where the Tax Burden Lies, (5) What the State Does with the Taxpayer's Dollar, (6) Aid to Agriculture, (7) Our Support of Public Education, (8) Public Health Work in North Carolina, (9) Charities and Corrections in North Carolina. Texts: Bulletins University Extension Bureau, Nos. 17, 23, and 25. Carver's *Principles of Rural Economics.*

s 12. LABORATORY COURSES IN RURAL ECONOMICS AND SOCIOLOGY. Credit, 1 hour. C. or Grad.
MR. BRANSON AND MR. AUSTIN. *Five hours a week.*

This course is open to students taking courses s 11 and s 13. The studies concern matters of State-wide importance. They cover rural, urban, and industrial problems, economic and social. The subjects and methods are indicated by the 247 studies already made by the Summer School and regular term students of the University during the last three years, and given to the public in part in various issues of the *University News Letter*

and the North Carolina Club Year-Books, 1915-16 and 1916-17. Students from other States will be assigned to similar studies of their home State. The consultation hour is 4:30 o'clock daily; but the work can be done in the laboratory headquarters at any time suiting the convenience of the students enrolled.

s 13. RURAL SOCIAL PROBLEMS. Credit, 1 hour. C. or Grad.
MR. BRANSON AND MR. AUSTIN. *Five hours a week.*

This course will cover: I. The Rural Social Problem—What it is and is not: The Causes Producing the Country-Life Problem; Country-life Conditions and Consequences at present. II. Socialization—What it Means; Ideal Ends and Aims; Obstacles in the Countryside; The County as a Civic and Social Agency; Needed Organized Agencies in County Socialization. III. Rural Social Institutions—The Country Home in Contrast with the City Home; The Country Church; The Country School; The Country Store; The Country Newspaper; The Country Doctor; Communication and Transportation Facilities. IV. Country-Life Agencies—Economic Agencies with Culture Aims; Economic Agencies with Business Aims; Social Agencies for the Common Good. V. Developments in other States; Progressive Communities in North Carolina. Texts: Vogt's *Rural Sociology*, Fiske's *Challenge of the Country*.

SOCIAL WORK

s 1. SOCIAL WORK AND PATRIOTIC ACTIVITIES IN WAR TIME. Credit, 1 hour. N.
MRS. LINGLE. *Five hours a week.*

A course of study designed to prepare teachers and community leaders to meet the special demands made upon them in connection with the war program and the emergencies resulting from it. This course deals (1) with the teacher's relation to the government as an agent in carrying out popular as well as official war measures, and (2) with the teacher's responsibility to the community as a leader in all forms of patriotic endeavor, relief work, and social betterment activities. Includes studies in the present industrial and rural situation, in living and social conditions, in child welfare, in race relations and in religious and recreational organizations from the point of view of the social worker.

s 2. CONFERENCE HOUR (DAILY).

Informal conferences with groups and individuals on definite problems in connection with the school as a social center, and

on the coöperation of the home and the school in the development of the community. Plans and programs for community leagues, women's clubs, literary societies, and parent-teacher associations will be discussed. Students are not required to register for this course.

SPANISH

s 1. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. LEAVITT. *Five hours a week:* 10:40.

This course is intended for those who have not previously studied Spanish. It consists of the study of Spanish grammar, the writing of simple English into Spanish, with frequent oral drills and dictation. Special attention given to pronunciation. Text-books; Hills and Ford, *First Spanish Course* (D. C. Heath & Co.).

s 2. ADVANCED COURSE. Credit, 1 hour. E. or N.
MR. DEY. *Five hours a week.*

Reading of representative writers of the nineteenth century; review of grammar; composition based on selected texts, and practice in business correspondence. Umphrey, *Spanish Prose Composition* (American Book Company), and other texts.

NOTE.—Course s 2 will not be given in 1918 unless applied for in advance by as many as six students.

WRITING

s 1. FREE-ARM MOVEMENT. Credit, 1 hour. N.
MISS JONES. *Five hours a week.*

Practical instruction in free-arm movement writing; drills, lectures, type lessons for primary, intermediate, and grammar grades. The course offered is planned to make better teachers of writing; hence, there will be two definite aims in view: (1) to improve the handwriting of those taking the course, and (2) to study the best methods to be used in teaching children to write. The course should be helpful to teachers, no matter what system they teach, as the instruction will be along broad lines, and principles rather than systems will be emphasized. At least thirty minutes practice each day outside of class will be required. Students who register for this course are urged to come for the entire six weeks.

Section I: 9:40.
Section II: 11:50.

s 2. PALMER METHOD WRITING. Credit, 1 hour. N.
MISS DICKSON. *Five hours a week.*

Drill and instruction in muscular movement and the development and perfection of muscular movement writing. Methods of teaching muscular movement writing as they relate to teachers and to pupils of all grades in the elementary school. The eight essential steps and their three stages freely discussed and demonstrated.

Section I: 8:00.
Section II: 8:50.
Section III: 12:40.

Part III—DEPARTMENT OF EDUCATION

In this Department will be found all the professional courses that will be required by the State Board of Examiners and Institute Conductors for the several classes of certificates issued by this Board. These courses are fully accredited and will be accepted by the Board in lieu of examination. At the time of registration definite information can be had as to which courses will satisfy the professional requirements for the several classes of certificates issued by the State Board.

Graduate students who major in the Department of Education are required to complete, during their four summers of work, courses s 22, s 23, and s 35 (both summers). They must take, either in the Department of Education or in whatever department they choose for their minor work, at least three other courses of graduate grade. The remaining 7 hours of the 15 required for the Master's degree may be chosen from certain undergraduate courses. Of the total of 15 hours, 8 must be taken in the Department of Education, the other 7 in one or in two selected departments.

Courses numbered s 1 to s 10, inclusive, count only for normal credit, such credit being indicated by the letter N.

Courses numbered s 11 and beyond count for college or university credit. The letter C indicates that a course is of college grade and may be counted towards the Bachelor's degree; the abbreviation Grad. indicates that a course so marked is of graduate grade and may be counted towards the Master's degree.

As will be observed, the courses in this Department are first listed by title in numerical order. They are then grouped according to the major divisions of the Department and described in some detail.

COURSES IN EDUCATION

s 1. *Primary Methods.* Miss Land and Miss Roger.

s 2. *Teachers' Courses in Primary School Subjects.*

I. The Teaching of Reading. Miss Roger.

II. The Teaching of Number and Language. Miss Roger.

s 3. *Grammar School Methods.* Mr. Griffin.

I. English, History, and Spelling.

II. Arithmetic, Geography, Physiology and Hygiene.

III. Class Management.

s 4. *Teachers' Courses in Grammar School Subjects.*
MR. M. C. S. NOBLE, MR. STUART NOBLE, MR. PUSEY.
I. The Teaching of English. MR. STUART NOBLE.
II. The Teaching of History. MR. PUSEY.
III. The Teaching of Arithmetic. MR. M. C. S. NOBLE.
IV. The Teaching of Geography. MR. M. C. S. NOBLE.
V. Teaching of Civics. MR. STUART NOBLE.

s 5. *Physical Education.* MISS WILBY.
I. Primary Section.
II. Grammar Section.

s 6. *Story-Telling.* MISS MASSELING.
I. Primary Section.
II. Grammar Section.

s 7. *The Supervision of The Primary Grades.* MISS JONES.
s 8. *The Supervision of The Grammar Grades.* MR. RAPEER.
s 9. *The History of Elementary Education.* MR. STUART NOBLE.
s 11. *Principles of Secondary Education.* MR. PUSEY.
s 12. *High School Methods.* MR. RAPEER.
s 13. *Constructive Supervision.* MR. RAPEER.
s 14. *The Use of Educational Tests and Scales in Supervision.* MR. WILLIAMS.
s 15. *History of Secondary Education to The Renaissance.* MR. WILLIAMS.
s 16. *History of Secondary Education: The Modern Period.* MR. WILLIAMS.
s 17. *History of Education in North Carolina.* MR. M. C. S. NOBLE.
s 20. *Introduction to Psychology.* MR. CHASE.
s 21. *Social Psychology.* MR. CHASE.
s 22. *Educational Psychology.* MR. CHASE.
s 23. *Educational Psychology.* MR. CHASE.
s 35. *Problems in Administration.* MR. WILLIAMS.

COURSES IN METHODS

s 1. PRIMARY METHODS. Credit, each section, 1 hour. N. MISS LAND AND MISS ROGER. *Each section, five hours a week.*

This course will be given in three sections, as indicated below. The work of all three sections comprises a study of the subjects taught in the primary grades (1, 2, and 3). The content of the subjects, as well as methods of teaching them, will be given attention. The work will, however, be varied in each section to

meet the needs of the students for whom the section is intended. Students should consult the Committee on Registration before deciding which of the sections to enter.

SECTION I. MISS LAND.

This section is intended for teachers who have had little or no professional training. The work will be of an elementary nature.

SECTION II. MISS LAND.

This section is intended for teachers in *country* schools who have had such professional training as is to be gained in Teachers' Training Schools, educational courses in normal schools or colleges, etc.

SECTION III. MISS ROGER.

This section is intended for primary teachers in *city* schools who have had such professional training as is to be gained in Teachers' Training Schools, educational courses in normal schools and colleges, etc.

s 2. TEACHERS' COURSES IN PRIMARY SCHOOL SUBJECTS.
MISS ROGER. Credit, each course, 1 hour. N.
Each course, five hours a week.

Teachers should consult the Committee on Registration before deciding for which of these courses to register. The courses will stress subject-matter rather than methods, but will treat both.

I. THE TEACHING OF READING. MISS ROGER.

While some attention will be given in this course to the teaching of phonics, the reading problem as a whole will be the central consideration.

II. THE TEACHING OF NUMBER AND LANGUAGE WORK. MISS ROGER.

The course will consider both the subject-matter to be covered in the primary grades and methods of presentation.

s 3. GRAMMAR SCHOOL METHODS. Credit, each section, 1 hr. N.
MR. GRIFFIN. *Each section, five hours a week.*

Lectures and assigned readings covering the work of the intermediate and grammar grades. The work will be based on the State-adopted course of study, observation in the practice school,

reports and discussions. The emphasis will be upon subject-matter, but some consideration will be given methods of teaching.

I. ENGLISH, HISTORY, AND SPELLING. MR. GRIFFIN.

II. ARITHMETIC, GEOGRAPHY, PHYSIOLOGY AND HYGIENE. MR. GRIFFIN.

III. CLASS MANAGEMENT. MR. GRIFFIN.

The problems of handling the class in such matters as routine and discipline, promotion, conduct of the recitation, etc., will be considered.

s 4. TEACHERS' COURSES IN GRAMMAR SCHOOL SUBJECTS.

Credit, each course, 1 hour. N.

MR. M. C. S. NOBLE, MR. STUART NOBLE, MR. PUSEY.

Each course, five hours a week.

Teachers should consult the Committee on Registration before registering for any of these courses. The courses will stress subject-matter rather than methods, but will include both.

I. THE TEACHING OF ENGLISH. MR. STUART NOBLE.

This course will discuss the various types of language work usually presented in the grammar grades.

II. THE TEACHING OF HISTORY. MR. PUSEY.

The course will consider the teaching of United States History, attention being given to both subject-matter and methods of presentation.

III. THE TEACHING OF ARITHMETIC. MR. M. C. S. NOBLE.

This is a course in methods of teaching arithmetic in the grammar grades. An effort will be made to discover in concrete examples the "four fundamental rules" of arithmetic and also the best method of applying those rules in the problems of everyday affairs. Lectures, assigned work, parallel readings, the preparation of lesson plans, etc.

IV. THE TEACHING OF GEOGRAPHY. MR. M. C. S. NOBLE.

This is a course in the teaching of geography in the grammar grades. One purpose of the course will be to show how to observe the influence of geographic laws while teaching local, State, and National geography. A study will be made of many

North Carolinians who have helped to make the political geography and history of State and Nation and whose portraits adorn the walls of the literary societies of the University. Special attention will be given to the collection of material for use in reinforcing the subject-matter of the text-books. Lectures, assigned work, parallel readings, the preparation of lesson plans, etc.

V. TEACHING OF CIVICS. MR. STUART NOBLE.

This course will treat somewhat broadly the problem of training pupils for citizenship. The study of the following topics will in part constitute the course: (1) The urgent need for a clear interpretation of democracy in the present world crisis; (2) Citizenship as an ideal of education; (3) Testing the civic value of materials found in history, hygiene, sanitation, and other school subjects; (4) Training pupils by having them participate in civic activities such as the sale of thrift stamps, making of crop surveys, etc.; (5) Selection of instruction materials needful in the study of civics in the grades and in the high school; (6) The problem method in the study of civics.

s 12. HIGH SCHOOL METHODS. Credit, 1 hour. C.
MR. RAPEER. *Five hours a week.*

A study of the general methods of teaching best suited to high school pupils and a consideration of the particular aims, methods, and outcomes of each of the various high school subjects. Text, lectures, parallel reading.

NOTE.—The attention of students is called to the following courses in methods of teaching special subjects:

Agriculture s 1 and s 2. Page 45.
Drawing s 1, s 2, and s 3. Page 48.
Home Economics s 1, s 2, and s 3. Page 57.
Music s 1, s 2, s 3, and s 4. Page 60.
Writing s 1 and s 2. Page 65.
English s 11: The Teaching of English in the High School. Page 49.
Latin s 11: The Teaching of Latin in the High School. Page 58.
French s 13: The Teaching of French in the High School. Page 52.
German s 15: The Teaching of German in the High School. Page 55.

Math. s. 15: The Teaching of Mathematics in the High School. Page 60.

Physics s. 14: The Teaching of General Science in the High School. Page 63.

COURSES IN PHYSICAL EDUCATION AND STORY-TELLING

s 5. PHYSICAL EDUCATION. Credit, each section, 1 hour. N.
MISS WILBY. *Each section, five hours a week.*

This course embraces formal gymnastics, including tactics and free exercises with or without apparatus; games, indoor and playground; gymnastic stories, song plays and folk dances. Lectures will be given on hygiene and school sanitation and playground theory. Classes will be divided into two sections:

I. PRIMARY SECTION. For teachers of first, second, and third grades.

II. GRAMMAR SECTION. For teachers of fourth, fifth, sixth, and seventh grades.

NOTE.—Students are requested to provide themselves with gymnasium suits, consisting of bloomers, middy blouse, and tennis or gymnasium shoes.

s 6. STORY-TELLING. Credit, each section, 1 hour. N.
MISS MASSELING. *Each section, five hours a week.*

Lectures on the art of story-telling, origin and history of story-telling, use of the story in education. Selection and adaptation of story and correlation with regular work of classroom. A study of fairy and folk tales, mythological tales, nature stories, Bible stories, the great national epics with their uses, and the arranging of programs of miscellaneous stories. The educative value of dramatizing the story in the schoolroom. Suggestive lists of stories. Practice in adapting and telling stories. Observation and work in the Practice School under supervision.

I. PRIMARY SECTION. For teachers of first, second, third, and fourth grades.

II. GRAMMAR SECTION. For teachers of fifth, sixth, and seventh grades.

NOTE.—Informal gatherings for the purpose of playing games and telling stories, under the direction of Miss Masseling will be held under the Davie Poplar three evenings in the week. These meetings are open to all who care to attend.

COURSES IN SUPERVISION

These courses are designed for county and city superintendents, for principals of State and town high schools whose work includes the supervision of elementary school teachers, for principals of city elementary schools, for rural school supervisors and for supervisors of special subjects in city schools. A statement will be found under each of the various courses as to the type of student for whom it is intended.

s 7. THE SUPERVISION OF THE PRIMARY GRADES.
MISS JONES. Credit, 1 hour. N.
Five hours a week.

This course is designed for primary supervisors and for teachers who desire to fit themselves for such work. The emphasis will be laid on methods of inspecting, directing, and evaluating classroom work in the usual primary school subjects.

s 8. THE SUPERVISION OF THE GRAMMAR GRADES.
MR. PUSEY. Credit, 1 hour. N.
Five hours a week.

This course is designed for grammar grade supervisors and for teachers who desire to fit themselves for such work. The emphasis will be laid on methods of inspecting, directing, and evaluating classroom work in the usual grammar grade subjects.

s 13. CONSTRUCTIVE SUPERVISION. Credit, 1 hour. C.
MR. RAPEER. *Five hours a week.*

This course will aim to give definite and specific instruction to principals, superintendents, and supervisors, in the observation and constructive criticism of classroom work. Discussions will center around such matters as "what to look for," "how to look for it," "what to do with what is found." Lectures, observations at the practice school, conferences.

s 14. THE USE OF EDUCATIONAL TESTS AND SCALES IN SUPERVISION.
MR. WILLIAMS. Credit, 1 hour. C. or Grad.
Five hours a week.

This course is intended for principals, superintendents, and supervisors who desire a definite and specific basis upon which to form their judgment concerning the classroom work of both pupils and teachers. It will consider questions of giving, scoring, tabulating, and interpreting, the standard tests and measurements which have to do with classroom products in the elementary school.

COURSES IN EDUCATIONAL PRINCIPLES, ADMINISTRATION, PSYCHOLOGY, AND THE HISTORY OF EDUCATION

s 9. THE HISTORY OF ELEMENTARY EDUCATION.
MR. STUART NOBLE. Credit, 1 hour. N.
Five hours a week.

This course is intended for Elementary School Teachers of experience and training who desire to get a knowledge of the historic background of the work of the Elementary School.

s 11. PRINCIPLES OF SECONDARY EDUCATION. Credit, 1 hr. C.
MR. PUSEY. *Five hours a week.*

This course will deal with the problems of organizing and administering the work in secondary schools. Some attention will be paid to the development of the American high school, with the emphasis placed upon the part played by the high school in developing the American idea of democracy.

s 15. HISTORY OF SECONDARY EDUCATION TO THE RENAISSANCE.
MR. WILLIAMS. Credit, 1 hour. C.
Five hours a week.

An attempt will be made to trace through the ages what society and the State have done to help adolescents solve the problems peculiar to their stage of life. Advanced course; should be taken only by those high school teachers who have had at least five years of teaching experience and professional study.
Not offered in 1918.

s 16. HISTORY OF SECONDARY EDUCATION: THE MODERN PERIOD.
MR. WILLIAMS. Credit, 1 hour. C.
Five hours a week.

This course is a continuation of course s 15, and alternates with it. It may, however, be taken by students who have not completed s 15. Particular emphasis will be given to the history of secondary education in England, France, Germany, and the United States. Advanced course; should be taken only by those high school teachers who have had at least five years of teaching experience and professional study.

s 17. HISTORY OF EDUCATION IN NORTH CAROLINA.
MR. NOBLE. Credit, 1 hour. C.
Five hours a week

The purpose and development of educational theories in North Carolina as seen in public, private, charity, and church schools.

A comparative study of public education in North Carolina and other selected typical States of the American Union. Lectures, discussions, and assigned readings.

s 20. INTRODUCTION TO PSYCHOLOGY. Credit, 1 hour. C.
MR. CHASE. *Five hours a week.*

This course will attempt to familiarize the student with the general point of view of modern psychology. It is intended for students who wish to gain some idea of modern tendencies in psychology, and for those desiring to prepare for work in Educational Phychology. The course, or its equivalent, is prerequisite to courses s 21, s 22, and s 23.

s 21. SOCIAL PSYCHOLOGY. Credit, 1 hour. C. or Grad.
MR. CHASE. *Five hours a week.*

The course will seek to interpret typical social phenomena in the light of psychological principles. It will attempt to give teachers and others interested in social problems a better understanding of the forces with which they must work. Such topics as instinctive elements in society, habit and social organization, sfability and progress, the institution, leadership, etc., will be considered. A thesis will be required of students who take the course for graduate credit. Prerequisite, Psychology s 20 or its equivalent.

s 22. EDUCATIONAL PSYCHOLOGY. Credit, 1 hour. C. or Grad.
MR. CHASE. *Five hours a week.*

The course will consider the original nature of the child and individual differences. Text and readings. A thesis will be required of students who take the course for graduate credit. Prerequisite, Psychology s 20 or its equivalent.

s 23. EDUCATIONAL PSYCHOLOGY. Credit, 1 hour. C. or Grad.
MR. CHASE. *Five hours a week.*

A study of the learning process, including such topics as habit, memory, reasoning, transfer of training. Text and readings. A thesis will be required of students who take the course for graduate credit. Prerequisite, Psychology s 20 or its equivalent. Not offered in 1918.

NOTE.—Either of the two courses in Educational Psychology may be taken first. Both are required of candidates for the Master's degree who major in Education.

s 35. PROBLEMS IN ADMINISTRATION. Credit, 2 hours. Grad.
MR. WILLIAMS. *Five hours a week:* 2 summers.

An advanced course devoted to a detailed study of administrative and supervisory problems arising in a school or system of schools. Lectures, discussions, reports. Graduate course, open only to college graduates. Prerequisite, Education s 11 and s 12, or equivalent.

NOTE.—One half of this course will be given in 1918 and the remainder in 1919. No credit will be allowed until both parts have been completed. This course can be taken only after consultation with the instructor.

Part IV—INSTITUTES, SPECIAL LECTURES, CONFERENCES AND ENTERTAINMENTS

Institutes

Four institutes of ten days each will be held in connection with the Summer School. These institutes are held at the request of the State Board of Examiners and Institute Conductors for the benefit of teachers who cannot spend the full six weeks in the Summer School. These institute courses are distinct from the courses offered in the Summer School. Those attending the institutes, however, will have all the privileges of the library, infirmary, gymnasium, special lectures, etc. that are accorded regular students of the Summer School, and they will be under the same discipline and regulations as to conduct. The dates for the institutes are as follows:

For Elementary Teachers:

I. **Tuesday, June 18, to Friday, June 28th.**
II. **Monday, July 1, to Friday, July 12th.**
III. **Tuesday, July 16, to Friday, July 26th.**

For High School Principals, Teachers, Superintendents, and Supervisors:

IV. **Tuesday, July 16, to Friday, July 26th.**

Teachers who have signed contracts to teach in schools of Orange County for the year 1918-19 prior to the time of registering in the institute will be admitted without the payment of the usual registration fee.

Teachers from other counties who register in any of the institutes will be charged a registration fee of $4.

At the close of each institute certificates of attendance will be issued which will be accepted by the State Board of Examiners and by the superintendents in lieu of attendance upon local institutes.

Special Lectures

There will be several series of special lectures delivered before the Summer School by speakers of national reputation. Among those that can be announced at this time are the following:

DEAN THOMAS M. BALLIET, June 24-28.

Dean Balliet will deliver a series of five lectures on the general subject of *The Principles of Education.* The five topics will be:

1. *Education for Democracy.*
2. *Education for Citizenship in High Schools.*
3. *Play, Work, and Drudgery in Education.*
4. *The Junior High School.*
5. *Problems in School Supervision.*

DR. C. ALPHONSO SMITH, July 1-5.

Dr. Smith will deliver a series of five lectures. His general subject will be *Studies in Americanism.* His five special subjects will be:

1. *Americanism vs. Prussianism.*
2. *Dialects in America.*
3. *Songs of the Old World surviving in the New.*
4. *O. Henry and Chaucer.*
5. *Woodrow Wilson, Statesman and Spokesman.*

DR. EDWIN MIMS, July 8-19.

Dr. Mims will deliver a series of ten lectures—five on *Literature as a National Asset,* and five on *American Ideals in American Literature.* The subjects of his lectures will be:

I. *Literature as a National Asset.*

1. Athens and Jerusalem.
3. France: Roland to Victor Hugo.
3. Scotland: Burns and Scott.
4. England: Shakespeare to Milton.
5. England: Wordsworth to Kipling.

II. *American Ideals in American Literature.*

1. Sectionalism and Provincialism.
2. The Triumph of Nationalism.
3. Interpreters of Freedom and Democracy.
4. Ideals of Culture and Education.
5. American Contributions to Civilization and Literature.

Dr. Edwin Greenlaw, *Kenan Professor of English in the University of North Carolina.*

Dr. Greenlaw will deliver a series of lectures under the auspices of the Carnegie Endowment, on *Five Interpreters of the Modern Spirit:*

1. Ibsen: The Political and Social Idealism in the *Pretender, Brand,* and *Peer Gynt.*
2. Tolstoy: Prophet of Revolution.
3. Kropotkin and the Russian Revolutionary Group.
4. Rolland: Interpreter of German and French Character.
5. Wells:

Moving Picture Service

Each week there will be moving picture exhibits free to all members of the Summer School. The films will be carefully selected for the purpose of giving entertainment, information, and instruction in historical and literary subjects, and also in the industries of the home, the farm, and the factory, and, as far as possible, in the activities of our Nation in the great world war.

The North Carolina Story-Tellers' League

(Annual Meeting, June 28.)

The North Carolina Story-Tellers' League was organized at the University of North Carolina Summer School in 1916. Article I of the By-Laws reads: "The annual meeting shall take place at Chapel Hill, N. C., on Friday preceding the 4th of July."

In accordance with this article, the annual meeting will be held on Friday, June 28. A special program will be prepared for this occasion and carried out by the League.

The Summer School Dramatic Club

The Summer School Dramatic Club, under the direction of Mr. Adolph Vermont, will present two plays while the Summer School is in session—one on the evening of July 4th and another on the evening of July 19th. One of Shakespeare's plays will be used for the second performance. Summer School students who have had experience in presenting such performances are requested to confer with Mr. Vermont as early as possible after registration.

Entertainments

There will be dramatic, musical, and other entertainments during the Summer School, which cannot be announced in detail at this time. Attention may, however, be called to the Fourth of July celebration, the Choral Concert, the presentation of one of Shakespeare's plays by the Summer School Dramatic Club under the direction of Mr. Adolph Vermont.

The Fourth of July Celebration

A unique feature of the Summer School is the Fourth of July celebration. In addition to the usual patriotic celebration, there will be given under the direction of Mr. Adolph Vermont an elaborate pageant based on *France in World Affairs.* This will be one of the most striking and spectacular pageants ever presented in North Carolina.

The Choral Concert: July 10th

The Choral Concert, another unique and attractive feature, will be given on July 10th, under the direction of Gustav Hagedorn. Professor Hagedorn and his chorus of sixty voices in 1914 presented *The Rose Maiden* by Cowan; in 1915 they presented Flowtow's Opera, *Martha;* in 1916 they presented *Fair Ellen;* in 1917 they presented *The Building of the Ship.* This year the chorus, assisted by a quartet, will sing Gaul's cantata *Joan of Arc.*

Public Lectures

Each week during the Summer School one or more public lectures will be given for the entertainment and instruction of all students in attendance. Some of the most prominent men of the State in the field of education and in other callings will visit the Summer School and address the students. A full and accurate list cannot be given at this time. These lectures will be announced from time to time through *The Summer School News.*

BOARD AND LODGING

Mrs. E. A. Abernathy has four double rooms to rent at $12 a month ($6 per occupant). Roomers will be expected to furnish

their own bed linen (for single beds) and towels. Prefers to have students who plan to stay entire term.

Mrs. Joseph Archer can accommodate 60 boarders at $5 per week, or $20 per month, and 20 with room (2 occupants to room) and board at $25 per month. One person to the room, $7 per week, or $30 per month. Roomers will be expected to furnish bed linen and towels.

Mrs. C. W. Bain has several rooms for rent. Roomers will be expected to furnish bed linen and towels. Prefers to have students who plan to stay during whole term. Can also take a few table boarders. Write for prices.

Mrs. M. E. Berry can accommodate 8 with rooms (2 occupants to the room) at $2.50 per week. Roomers will be expected to furnish bedclothing and towels.

Mrs. E. B. Bryan can accommodate 60 boarders at $5 per week, and 20 with room and board at $25 per month. Roomers will be expected to furnish towels.

Mrs. H. A. Burch, situated near the campus, on McCauley Street, can accommodate 12 boarders at $18 per month, or $25 for the entire six weeks, and 8 ladies with rooms at $10 per occupant for the entire six weeks. Roomers will be expected to furnish bed linen and towels. Full-term boarders and roomers desired. For further information write Mrs. H. A. Burch, Chapel Hill, N. C.

Mrs. W. T. Cutchin has four front rooms suitable for two occupants, to let at $3 per month; or table board and furnished rooms (except sheets, cases, and towels) at $4.50 per week, or $25 for the six weeks Summer School, in advance. No deductions. Make reservations early. We meet you at the depot if notified. For time less than four weeks, $1 per day.

Mrs. M. W. Daniel can accommodate 50 boarders at $5 per week, or $20 per month. Can also furnish 12 rooms. Room and board for one will be $28; 2 persons to the room, $25 each. By the week $7. Roomers will be expected to furnish towels and bedding.

Miss Sallie Davies has two rooms she will rent at $9 each for the six weeks, or $6 per month of four weeks. Occupants to furnish bed wear and towels.

Mrs. J. A. Fowler, residing on McCauley Street, can accommodate 20 boarders at $18 per month, or $25 for the whole term. Can furnish rooms for 9 girls at $10 each for the term. Girls are expected to furnish bed linen and towels. For information write Mrs. J. A. Fowler, Chapel Hill, N. C.

Mrs. C. B. Ledbetter can furnish board and room (2 in room) for $25 per month. One in room, $30. Table board, $20 per month, or $5 per week.

Mrs. W. S. Long can accommodate 15 boarders, and 8 with room. Roomers will be expected to furnish bedclothing and towels. Apply for terms.

Mrs. R. S. MacRae can accommodate 10 to 12 roomers—single or double rooms. Roomers will be expected to furnish sheets, cases, towels, and spreads.

Miss Mary Manning has three or four rooms to rent to ladies at $8 and $10 per month.

Mrs. Fred G. Patterson has four nice, large rooms for rent. These are new and newly furnished. Convenient to campus.

Mrs. Jacob Thomas has four nice rooms to rent. Can also furnish table board. Roomers will be expected to furnish bed linen and towels. Write for prices.